

**SCHOOL-BASED FACTORS INFLUENCING PUPILS' KCPE ENGLISH  
LANGUAGE PERFORMANCE IN KALOKOL WARD, TURKANA COUNTY,  
KENYA**

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**A Thesis Submitted to the School of Education and Social Sciences in Partial  
Fulfillment of the Requirements for the Conferment of Master of Educational  
Leadership and Management Degree of Kenya Methodist University**

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## **DECLARATION AND RECOMMENDATION**

### **Declaration**

This thesis is my original work and has not been presented for the award of a degree or any other award in any other University.

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EDU-3-0287-2/2013

Signature.....

Date.....

### **Recommendation**

We confirm that the candidate carried out the work reported in this thesis under our supervision.

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## **DEDICATION**

This thesis is dedicated to my wife, Rebecca Ebenyo and my children Doreen and Linda.

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## ABSTRACT

The English language is the medium for teaching in most developed and developing countries. It is a compulsory subject tested at KCPE in Kenya. Nevertheless, many public primary schools in Kalokol Ward in Turkana County, Kenya have continued to perform poorly in the English language in national examinations. This study aimed to assess how the performance in KCPE English language was influenced by the school-based factors. The study was guided by four objectives which assessed the influence of the teaching load; instructional resources; head-teacher's supervisory role on performance of the KCPE English language, and also examined the moderating effect of teachers' attitude. This study was informed by input-output theory. It used mixed methods approach and adopted descriptive survey research design. Data were collected from 23 public primary schools in Kalokol Ward. All the head teachers participated in the study, while, a proportionate simple random sampling technique was employed in selecting 73 English language teachers. One pupil from standard seven from each sampled school participated in focused group discussion. A questionnaire was administered to teachers, while head teachers were interviewed. The KCPE results for the last 5 years were also analyzed. The validity and reliability of the tools were checked before they were used in the main study. A response rate of 76.7% was achieved. Quantitative data was analyzed using SPSS, where mean and standard deviations were computed, while, regression analysis helped to test research hypotheses. The qualitative data were analyzed using thematic technique. Results were presented using figures, tables, themes and narratives. There was a decline in the mean performance scores in the KCPE English language in public primary schools in Kalokol Ward which was attributed to poor teaching strategies, inadequate supplementary resources, shortage of teachers, failure of learners to practice speaking English outside the classroom, the use of mother tongue in the school, and weak monitoring systems. The English language teachers had high teaching workload, limited personalized time with pupils, while schools were averagely equipped with print instructional resources for the English language. Schools lacked digital information resources, story books, and multimedia sources on English series, and purpose-built library. The head-teacher plays a key role in monitoring, supervising, evaluating and ensuring effective implementation of the English language curriculum. The attitude of the English language teachers did not moderate the school-based factors and the pupils' KCPE English language performance. All the school-based factors were individually and jointly statistically significant in influencing the pupils' KCPE English language performance. The study recommended employer-based, administrative-based, learners-based, teacher-based solutions, institutional-based and policy based solutions to address the poor performance in the pupils KCPE English language. These implied changes in practices in the supply of instructional resources, quality of interactions with learners; monitoring, controlling, evaluating and rewarding programmes in the school. They also indicated need to improve policy on the teaching loads, co-teaching, motivational programs, and capitation for strengthening learning facilities in each public primary school in Kenya.

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## **ABBREVIATIONS AND ACRONYMS**

CSO	:	Curriculum Support Officer
KCPE	:	Kenya Certificate of Primary Education
KICD	:	Kenya Institute of Curriculum Development
KNEC	:	Kenya National Examinations Council
MoE	:	Ministry of Education
NACOSTI	:	National Commission for Science, Technology and Innovation
QASO	:	Quality Assurance and Standards Officer.
SCDE	:	Sub – County Director of Education
SPSS	:	Statistical Package for Social Sciences
USA	:	United States of America
UNESCO	:	United Nations Educational, Scientific and Cultural Organization.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background of the Study**

English language is one of the most used languages for communication, not only in Kenya but also across the globe (Roy-Campbell, 2015). Notably, a big percentage of countries across the globe have adopted English language as their official national language. It has been perceived as a unifying factor across many nations. It is used for communication, thus creating harmony and understanding among communities (Murunga, 2019). English language has been used for global activities such as sports, where it is used to broadcast global games across different countries. Moreover, English language has been used for regional and in global conventions, such as, United Nations' meetings, during International Criminal Court (ICC) proceedings, among others. Understanding English language is, therefore, of global importance, and this explains the need for teaching it as early as at primary school level so as to attain good performance in examinations and its use in communication (Qi, 2016). This study is set out to understand the various factors that influence English language performance in the national examination in Kalokol Ward in Turkana Central Sub-County, Turkana County Kenya.

English language helps to instill communication skills in learners (Kotut, 2016). Communication skill in this context is an important aspect that most employers seek to identify when arriving at a decision to hire employees. Kotut notes that performance in English language has been used by job seekers as a proof of having good communication skills. Career choice by learners is also determined by their performance in English

language, among other factors, owing to its consideration in the subjects' combination (Demie, 2018). The performance in English language has, therefore, been used indirectly as a sieve to categorize and guide learners on career choices (Dogo, 2016). This is because; English language is considered as one of the cluster subjects for pursuing most courses at advanced levels of education (Ministry of Education, 2018). This implies that performance in English language opens more doors for various careers to a learner.

Learners' performance in English language is also fundamental as it helps to increase learners' chances to secure jobs in the competitive employment market (Wales, Ali, Nicolai et. al. 2014; Song & He 2015). This presents English language as a career setter for learners and underscores the significance of having a firm foundation and mastery of the language, starting from primary school level of education. As informed by Perry (2012), primary schools education cultivates and helps learners to have a foundation and background in English language. This is because; significant details and starting points of the language such as pronunciation, are taught in the primary level of education (Mulinya & Orodho, 2015).

Globally, English language has been perceived as a supreme language, hence, learning and its mastery is of great significance. Different scholars across the globe have linked performance in English language to success in technology and medical fields and to result to national economic growth (Goldstone, 2016; Kirkpatrick & Zang, 2011; Al-Zoubi & Younes, 2015; Rea-dickins, 2009; Murunga, 2019). Understanding of the underlying significance of English language performance may explain why many countries across the globe build a foundation for English language from primary level of education.

Performance in English language globally is determined mainly by use of continuous assessment tests and main examinations (Song and Le, 2015; Sullivan, Perry & McConney, 2013). Outcomes approach is also commonly used as a significant indicator of English language performance in countries like Netherlands (Goldstone, 2016). In this method, the learners are assessed on the extent to which they are able to accomplish given tasks.

Generally, the global perspective towards the performance of English language is influenced by many factors such as home-based factors, parental factors, school-based factors; social-cultural factors, teachers' factors, psychological and environmental-related factors (Agunloye, 2011; Reche et al, 2012). In countries like Finland, Netherlands, Sweden and Australia, the performance in English language, among learners, is paramount and is cultivated by provision of learning and instructional resources (Sullivan, Perry & McConney (2013); Kristensson 2005; Jeffery & Van Beuningen 2019 and Aro & Mikkila-Erdmann 2015). The role played by factors such as teaching load in achieving English language performance, is also emphasized by different scholars across the globe (Ayeni & Amanekwe, 2018; Dalail, Fook & Sidhu, 2017; Anyiendah, 2017). However, there are limited studies across the globe on school-based factors influencing the performance of English language. Most studies have focused on other factors such as parental factors and environmental-related factors.

In Africa, English language is taught in most countries. Notably, English language is used as an official language in most African countries. Additionally, regional meetings and conventions across the African continent have adopted English as the common language for communication. Scholars across the African continent have conducted studies linking



the performance of English to the economic growth of nations (Dogo, 2016; Oguntuase, Awe & Ajayi, 2013). Similar to other countries across the globe, English language in Africa is commonly examined using continuous assessment tests and also through main examinations (Rea-Dickins 2009; Bataza 2015; Dogo 2016; Oguntuase, Awe & Ajayi 2013). The technique of examining English language in Africa varies with the level of Education. While, those in primary and secondary schools largely use main examinations as the examining tool, those in higher institutions of learning such as universities use continuous assessment tests as the main tool for examining English language (Rea-Dickins, 2009; Bataza, 2015; Dogo, 2016; Oguntuase, Awe & Ajayi, 2013).

Learners performance can significantly be influenced by the instructional resources availed, the instructional techniques and the head-teachers' supervisory role in primary schools national examinations (Lichodi, 2015; Lugulu & Nkruma, 2017 & Dogo, 2016). This is because as leaders, they influence important teacher aspects such as completing the syllabus in time, motivating the teachers to boost their morale at work, influence policies and guidelines such as speaking of English in the school (Lugulu & Nkruma, 2017).

However, regardless of the techniques adopted to examine the performance in English language, there is an alarming trend in the general performance of English language in most African countries. For example, countries like Nigeria, Zanzibar, Uganda and Tanzania show that English language is underperformed (Rea-Dickins, 2009; Bataza 2015; Dogo 2016; Oguntuase, Awe & Ajayi 2013). This trend of underperforming in English language as noted in the foregoing studies is proving to be a serious challenge across many

African countries, hence, need to source for solutions. However, limited literature has been done on school-based factors as a determiner of English language performance.

The performance in English language in national examinations can be studied from two broad standpoints: the teachers' aspect or learner aspect (Olsson and Kornhall, 2012). However, the current study focuses on the English language performance of the learner.

A few studies such as Goldstone (2016), Al-Zoubi and Younes (2015), Murunga (2019), Dogo (2016), and Lugulu & Nkruma (2017) have been conducted across the globe and Africa that explore the aforementioned factors affecting English language performance which have largely focused on social-cultural factors, teachers' factors, psychological and environmental-related factors. There is scanty coverage of school-based factors with respect to arid and semi-arid areas, hence, the need for this study. The specific school-based factors covered in the current study include learning/ instructional resources, teaching load and the role of head-teacher's support. The proposition held by the current study is that the aforementioned school-based factors bear a great relationship with the English language performance of a learner. Moreover, the level at which the school-based factors affect the performance in English language is moderated by the teachers' attitude; a relationship which will be investigated in the current study.

Locally, English language is taught at all levels of education. It is a compulsory subject at primary and secondary schools level (Ministry of Education, 2018). Teaching of English goes beyond secondary school levels as a common core course as well. It is also one of the national languages in Kenya, and is used for official operations such as parliamentary and judicial proceedings. In addition, English language is examined mainly using main

examinations for primary and secondary school levels. The performance in English language over the years has been alarming (see Table 1.1) as learners continue to underperform in this important subject, hence, the need to investigate causes and the magnitude of the influence.

**Table 1. 1**

***KCPE English Language Performance in Kalokol Ward as Compared to the National Performance between 2016 and 2019***

Year	Kalokol	National performance
2016	42.22	49.62
2017	40.7	49.93
2018	38.58	47.05
2019	40.82	46.70
Average Mean	40.58	48.32

Sources: Turkana Central Sub County Education Office (2019)

From Table 1.1, it is clear that performance in the English language in Kalokol Ward has comparatively been much below the national performance. The performance index varies from year to year, while, the average mean score remains below 50 percent. During the year 2018, the performance dropped to a mean score of 38.58, which was the lowest in the four years. This indicates a need to identify reasons that led to this dismal performance in KCPE English language examination in order to avert the trend. This study will, therefore, assess the school based factors influencing pupils' performance in English language in KCPE.

Due to dismal performance in the English language, other examinable subjects at KCPE examinations like Science, Social Studies and Religious Education are equally affected because they are usually written in English, hence, general poor performance in the five examinable subjects at KCPE examinations. For example, out of the total population of schools in Kalokol who enrolled for KCPE English examinations in the years: 2016, 2017, 2018 and 2019, only few schools scored an average of more than 50.00 marks out of 100.00 in the English examination paper (Turkana Central Sub-County Education Office, 2019). Consequently, the poor performance in English affects the general performance of the marks a school could score in the five examinable subjects.

The situation is worrisome to people who value and care about education. Noteworthy, no research has been carried out to establish factors leading to poor performance of pupils in English performance at KCPE examinations in this Ward. This study therefore, sought to fill this gap, by contributing new knowledge through recommending new practices for enhancing performance of English Language in public primary schools. Therefore, there was need for research to be carried out to establish and document factors influencing KCPE English language performance among pupils in Kalokol Ward, Turkana County, Kenya.

Different local studies have emphasized on the importance of academic performance, linking it to agricultural development, medical success, new technological exploitations and economic growth of the nation (Lugulu & Nkurma, 2017; & Mulinya & Orodho, 2015). As observed above, studies have focused on home-based factors, parental factors, and social-cultural factors. The few studies that have focused on school-based factors have not assessed the moderating effect of a teachers' attitude, hence the need to address this gap

with the aim of addressing the underperformance of English language in Kenya Certificate of Primary Education (KCPE) in Kalokol Ward, Turkana Central Sub-County in Turkana County, Kenya.

## **1.2 Statement of the Problem**

Primary schools are expected to set up an environment that enables good performance in the English language. Specifically, the Ministry of Education (MoE) has put up measures such as availing teaching resources in all public primary schools and ensuring appropriate infrastructure are established to foster a conducive learning environment, while the Teachers Service Commission (TSC) usually places qualified teachers for each subject in all public primary schools in Kenya. With these measures in place, public primary schools are expected to have good performance results in national examinations in all subjects, including the English language which is the main language of instruction, and also a compulsory subject in KCPE (Akungu, 2014; Ministry of Education, 2018; Omuna, Onchera, Kimutai, Makari and Onderi, 2016).

However, there has been underperformance in the English language in the national examinations over the years (Simiyu, 2013; Onyara, 2013 and Wanyama, 2013). Of particular concern is the fact that the national examination figures show alarming trend of low the performance of English language in Kalokol Ward (Turkana Central Sub County Education Office, 2019). This indicates a need to address such trends in order to improve chances of learners securing the few slots of best performing secondary schools in the nation (Oyugi and Gogo, 2019). Notably, school-based factors are among many other factors that can account for the English language performance in many schools across the

nation (Makari and Onderi 2014; Anyeimdah, 2017 and Al-Zoubi & Younes, 2015). Pupils spend more time in schools than at home, hence, the centrality of the school-based factors in influencing the performance of English language in national examinations (Singh, 2017; Anyeimdah, 2017; Al-Zoubi & Younes, 2015). In addition, attitudes of teachers are instrumental in influencing the English language performance in schools (Umo-Udofia & Andera, 2018) and, therefore, its moderating effect needed to be ascertained in public primary schools in Kalokol Ward, Turkana County, Kenya.

The under-performance in English language by learners in public primary schools does not only affect foundation and basic knowledge such as pronunciation (Mulinya & Orodho, 2015), but also affects the total score and grade in the national examination, which in turn, affect placement in secondary schools, and affect career choice in the long run. There is dearth of studies investigating school-based factors influencing the performance of English language in public primary schools. Most studies have concentrated on home-based factors, parental factors, psychological, environmental-related factors and social-cultural factors (Agunloye, 2011; Reche et al., 2012). This study was set out to examine the school based-factors influencing pupils' performance in the English language in KCPE examinations in Kalokol Ward, Turkana Central Sub-County, Kenya.

### **1.3 Purpose of the Study**

The purpose of this study was to assess how school-based factors influence pupils' KCPE English language performance in public primary schools in Kalokol Ward, Turkana Central Sub-County, Turkana County in Kenya.

#### **1.4 Objectives of the Study**

- i. To assess the influence of teaching load on performance of KCPE English language in Kalokol Ward, Turkana Central Sub- County in Turkana County.
- ii. To examine the influence of instructional resources on performance of KCPE English language in Kalokol Ward, Turkana Central Sub –County in Turkana County.
- iii. To determine the influence of head-teacher’s supervisory role on performance of KCPE English language in Kalokol Ward, Turkana Central Sub- County in Turkana County.
- iv. To assess the moderating effect of teachers’ attitude on the influence of the school-based factors on the pupils’ KCPE English language performance in Kalokol Ward, Turkana Central Sub-County, in Turkana County Kenya.

#### **1.5 Research Hypotheses**

The study will be testing the following research hypothesis;

- i. H<sub>01</sub> Teaching load does not influence the performance of KCPE English language in Kalokol Ward, Turkana Central Sub –County in Turkana County.
- ii. H<sub>02</sub> Instructional resources do not influence the performance of KCPE English language in Kalokol Ward, Turkana Central Sub-County in Turkana County.
- iii. H<sub>03</sub> Head-teacher’s supervisory role does not influence the performance of KCPE English language in Kalokol Ward, Turkana Central Sub- County in Turkana County.

- iv. H<sub>04</sub> Teacher's attitude does not moderate the influence of school-based factors on performance of the pupils' KCPE English language in Kalokol Ward, Turkana Central Sub- County in Turkana County.

### **1.6 Justification of the Study**

This study focused on the school-based factors influencing pupils' KCPE English language performance in public primary schools in Kalokol Ward in Turkana Central Sub-County, Turkana County, Kenya. This provided critical focus to the issue of underachievement and identified opportunities to improve the performance of the pupils' KCPE English language.

This study added dimension to the existing research, increased knowledge about the factors influencing the issue of underperformance in English language in public primary schools and proposed a launch pad for the improvement of practices across various levels of the education system. Failure to address the issue of underperformance in the English language in public primary schools in Kalokol Ward will have significant implications. The findings of this study will help researchers in identifying areas of priority research in the education sector.

### **1.7 Significance of the Study**

There is a great relationship between the English language performance of a learner at primary school level and the secondary school he/she is admitted into. English language is one of the subjects used during computation of the total grade of a learner at the primary level national examination that is used for allocation of learners to secondary schools. The best performing learners are considered first when allocating the few enrollment slots at



national schools and other highly ranked secondary schools. The results of this study will be of great benefit to learners as they provide hints on what need to be facilitated for better English language performance and in building a strong foundation and mastery of the language. The learners will be able to express themselves and also understand other complex matters of the language as they further their studies in secondary schools and also in other higher institutions of learning.

The English teachers specifically will benefit the most from the findings of this study. This is because the study focused on weighty issues such as the teaching load which was one of the key elements of school-based factors likely to influence the English language performance of the learners. Since the work load of a teacher with regards to its implication on the productivity of the teacher was studied, results from this study noted the need to reduce workload for the English language teachers. Additionally, the study has in general recommended measures that need to be taken in order to achieve the desired English language performance of the learners in public primary schools. This will motivate teachers, as well as, help to build their confidence.

This study placed the head-teachers at the center in enhancing the improvement measures identified in this study. The study has, therefore, provided insights to head teachers regarding monitoring, controlling, evaluating and rewarding programmes in the school which are meant to improve the pupils' KCPE English language performance. It has provided detailed activities attached to the aforementioned roles. Head-teachers will also benefit individually as they will get glory for achievement of the desired English language performances.

Other relevant stakeholders such as the schools, parents and the nation will benefit to a great extent. When better results are received, the image of the schools is elevated as many of learners get opportunities for admission into highly performing secondary schools. Parents and guardians of learners are also expected to benefit from the findings as the study aims at improving the English language performance of their children; hence, great satisfaction. Different scholars across the globe have linked the performance in English language to the success in the field of agriculture, medicine and technology. Success in the aforementioned fields will benefit the nation and will reciprocate to improved social-economic growth. The study has contributed new knowledge in the teaching of the English language. It has unearthed challenges hampering good in the pupils' KCPE English language performance in public primary schools in Kalokol Ward. It has also provided empirical evidenced solutions which include employer-based, administrative-based, learners-based, teacher-based solutions, institutional-based and policy based measures.

### **1.8 Scope of the Study**

The study was confined in Kalokol Ward in Turkana Central Sub-County, Turkana County which is located in the northern part of Kenya. It focused on few factors that included teaching load, instructional resources, head-teacher's supervisory role, and the moderating role of teachers' attitude. It did not cover the learners' attitude.

All public primary schools that are in Kalokol Ward in Turkana Central Sub County participated in the study. The public primary schools in the Ward comprise of both boarding and day schools which are either single sex primary schools or mixed public primary schools. However, only public primary schools that had presented pupils for

English language KCPE examinations for the last four consecutive years, namely; 2016, 2017, 2018 and 2019 were considered in the study. Information was collected from head-teachers, the English language teachers and standard seven learners in public primary schools in Kalokol Ward, Turkana Central Sub County in Turkana County.

### **1.9 Limitations of the Study**

The study focused on analyzing school based factors influencing the English language performance of primary school learners in the national examinations covering the teacher's teaching load, the instructional materials, head-teachers' supervisory role and the moderating effect of the learners attitudes. The study restrained itself to collect data from public primary schools in Kalokol Ward, Turkana Central Sub-County which had done English language KCPE examinations for the last four consecutive years namely; 2016, 2017, 2018 and 2019 and therefore, other years were not considered. However, adequate schools participated in the study, hence, an adequate sample size was used to make results more generalizable.

The study also relied on self-report from head-teachers and English language teachers as well as standard seven pupils. It was not be possible to check the validity of their declarations against other measures in their respective institutions. It was also possible that some participants were biased in their responses. Triangulation of the research methods/instruments helped to address this limitation.

Lastly, there was limited literature available, giving the local perspective on the area, the current study in regard to this may be critiqued for over-relying on foreign literature. This nevertheless, does not discredit the validity of the study; the approach used in studying the

moderating effect of English language teachers had produced results in other countries. Nonetheless, efforts were made to ensure that the results for the study were credible to be of benefit to all the education stakeholders.

### **1.10 Assumptions of the Study**

The study was based on the following assumptions;

- i. That the results gotten reflected the true picture of school-based factors influencing pupils' KCPE English language performance in public primary schools in Kalokol Ward in Turkana Central Sub-County.
- ii. All participants in the study co-operated and willingly provided reliable responses for coming up with amicable generalizations.

### 1.11 Operational Definition of Terms

<b>Term</b>	<b>Definition</b>
<b>Academic performance</b>	This refers to a pupil's achievement measured in terms of a mean grade attained in Kenya Certificate of Primary Education.
<b>Attitude</b>	In this study, attitude denotes feelings and opinions of pupils towards English.
<b>Dependent variable</b>	Performance of English Language subject in KCPE examination. This is the factor that is influenced by the variation among the independent variables of the study including; teaching load, instructional resources , head-teachers supervisory roles and the teachers attitudes towards English language
<b>English Language</b>	This term has been used interchangeably with English subject to mean the curriculum area designated for learning a foreign language as per the provision by the Ministry of Education in the syllabus.
<b>Girls school</b>	Refers to a school accommodating girls only.

<b>Independent variable</b>	This is a variable or factor for example, teaching load, which by its variation causes a change or influence on another factor that is, the, dependent variable.
<b>Influence</b>	The act of power of producing an effect without apparent exertion of force or direct exercise of command.
<b>Mixed school</b>	This is a school where both boys and girls learn together as opposed to single sex School. It is also used to refer to school accommodating both day and boarding pupils.
<b>Public primary school</b>	This refer to institutions owned by the government and are registered to offer education to learners on regular basis from grade one to grade eight
<b>School based factors</b>	Refers to resources both material and human and not necessarily wholly controlled from within.
<b>Teaching and learning resources</b>	These refer to books, charts, teaching aids among others that teachers use in the classroom to support specific learning objectives as set out in the lesson plan.

<b>Mixed school</b>	This is a school where both boys and girls learn together as opposed to single sex School
<b>Performance</b>	Refers to the pupil's scores in KCPE examinations that are awarded by the Kenya National Examinations Council with the highest score being 100 and the average grade being 50
<b>Pupils academic performance</b>	The marks a class eight pupil attains in the K.C.P.E Examinations as indicated by his/her weighted mean score.
<b>School head-teacher</b>	Refers to primary school head in charge of running the school.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter provides a review of literature on school-based factors influencing the performance of English Language in national examinations. Three major school-based factors covered in this study included teaching load, instructional resources, and head-teachers' supervisory role. The other variable covered is moderation effect of the learners' attitude. The discussion of literature starts by expounding on the performance of English Language to ground the study, followed by review of literature based on the three school-based factors, and the moderating variables, in that order. It concludes by providing a summary of literature and research gaps, theoretical, and conceptual frameworks.

#### **2.2 Pupils' English Language Performance in National Examinations**

Performance in academic arena is an educational essential that sets means for curriculum achievement. It refers to the execution and accomplishment of educational tasks which are often determined by learner's achievement in class work and national examinations (Agunloye, 2011; Obugu, 2004). The general academic performance of a learner is usually determined by various factors which include home-based factors, parental factors, school-based factors; social-cultural factors, teachers' factors, psychological and environmental-related factors (Agunloye, 2011; Reche et al, 2012). This study aimed at exploring the influence of school-based factors on KCPE English language performance in public primary schools.



The context of this study focused on the learner's aspect of academic performance in English language. Basically, the performance of English language can be computed using results of continuous assessment tests and main examinations (Song and Le, 2015; Sullivan, Perry & McConney, 2013). Outcomes approach can also be used as a significant indicator of academic performance (Goldstone, 2016). Where learners have vast knowhow and skills, and feel confident enough to implement them and learnt skills may signify excellence in academic performance. Demie (2018) introduces the concept of an academic audit against academic goals and underscores its significance in quantifying academic performance.

The significance of performance of English language in national examinations of a learner can be used to depict a lot of things. For example, it can be used to prove competence, understanding acquired skill, literacy and can also be used as a quantifier of mental ability and elasticity (Goldstone, 2016; Al-Zoubi & Younes, 2015; Rea-dickins, 2009; Murunga, 2019). Moreover, the nature of general results from examinations has been used across the globe in collaboration with other factors as a major step towards appropriate career choice and employability (Clarkle and Greaney, 2020). On the contrary, poor performance in examinations among pupils in public schools has been associated with many problems which include low self-esteem, high dropout rates, indiscipline problems, and low learner and teacher morale (Agunloye, 2011).

Across the globe, numerous studies have been conducted which have focused on academic performance giving a diverse acumen and understanding on the same. A few of these studies were found to focus on performance of English language. In Finland, Niemi (2016)

conducted a study on factors that predict academic performance. The opinions of Niemi's study can be pegged to Kristensson (2005) of Sweden as both perceived academic performance as an underlying undertaking that is tied to the development of a nation. Both Niemi (2016) and Kristensson (2005) emphasized on the significance of academic performance. They indicated the need for government bodies to substantiate nature of academic performance expected from learners. They stressed that government agencies should be vigilant by putting up measures for reporting progress periodically on academic performance of learners.

An explorative study by Niemi (2016) on academic performance has brought in an important dimension that emphasizes on the need to re-evaluate systems used to determine academic performance. An outright implication is that the systems that are used to evaluate and examine English language performance also need to be re-examined so as to arrive at the best methodology of achieving the expected performance thresholds. Clarkle and Greaney (2020) conducted a study that spearheaded a re-examination of public examinations and recommended a reform of academic systems to a more informed and inclusive systems.

A study in Paris, France (Vainkainen, 2014) recommended that the nature of reform in academic systems should be well informed by growth of technology and need for diversity. Vainkainen and Clarkle (2014) and Greaney (2020), advocate for improvement of educational delivery and systems, such as, the use of technology to spur academic performance of learners. The two studies have shed light on the need to embrace technology in schools for teaching and examining English language, among learners. As

much as the use of technology is a noble idea, its application in remote areas such as Turkana in Kenya was a real challenge due to absence of technological and infrastructural development.

Moreover, studies by Niemi (2016), Kristensson (2005), Clarkle and Greaney (2020), and Vainkainen (2014) can be critiqued for emphasizing on examinations and continuous tests as informed by Kirkpatrick and Yuebing's (2011) study in Thailand that focused on the drawbacks of using examinations to measure academic performance. The Kirkpatrick and Yuebing's report noted that it led to increased cheating during examination results which, in return, resulted to misrepresentation of academic performance. Furthermore, examinations anxiety was highlighted by a study done in Jordan as a reason why examinations and continuous assessment tests should not be used to determine academic performance (Al-Zoubi and Younes, 2015).

In Africa, studies on academic performance have also been conducted. In Nigeria, Dogo (2013), Oguntuase, Awe and Ajayi (2013) also underscored the significance of academic performance and linked it to the future of a nation. Dogo, Oguntuase, Awe and Ajayi stressed on the need for government intervention in setting up standards for academic performance owing to its value in helping to gear the direction of the country alongside other underlying factors. Notably, English language has played an important role as it is used in many countries for official communication and often used as a tool of national unity.

In Zanzibar, Rea-Dickins (2009) carried out a study aimed at checking the influence of English language on academic performance. An almost similar study was also conducted

in Tanzania by Bataza (2015). Both studies noted language as a key barrier that significantly influenced the general academic performance of learners. They pointed out that English language is used during teaching and also in the examinations, hence, the lack of good mastery of English affects academic performance of a learner in other subjects, to a very great extent. A study by Bataza and Rea-Dickins (2015) emphasized on the vital role played by English language as it is the commonly used language for teaching and examining other subjects.

The significance of English language to learners in Kenya cannot be overemphasized. A review of existing literature indicates diverse focus and different approaches used by researchers. For example, studies by Kimeu and Tanui (2015); Yara and Otieno (2010) as well as Oyugi and Gogo (2019) investigated the underlying factors that determine academic performance of learners. Academic performance of learners in Kenya has been used as a career determiner. Specific courses at given levels have a set minimum academic qualification below which one cannot be allowed to pursue them (Ministry of Education, 2018). English language for instance is one of the key cluster subjects for many courses including journalism (Jane, 2016; Akungu, 2014).

Moreover, English language is a compulsory subject in both primary and secondary schools in Kenya (Ministry of Education, 2018). According to Akungu (2014), English is the language of instruction and one of the official languages of communication in Kenyan schools, hence, learners' proficiency does not only affect the performance in English language, but also the overall academic performance in national examinations.

Therefore, English language does not only determine the career choice of a learner but also helps to impact important skills which are essential for harmonious living in the society. This has necessitated the need for change of strategies and methodology of teaching English (Omuna, Onchera and Kimutai, 2016; Makari & Onderi, 2014) with an aim to improving its performance. Omuna, Onchera, Kimutai, Makari and Onderi (2016) focused on challenges that hinder good performance, and explored new ways and strategies towards achieving improved performance in English language. Among the strategies recommended were visual aiding tools which show consistency with other studies across the globe that try to improvise new and inclusive ways of achieving academic performance. Apart from learning and teaching resources noted by Omuna, Onchera and Kimutai (2016), and Makari and Onderi (2014), other key strategies of improving learner's performance in English language are requirement for support of head teachers (Singh, 2017) and scaling down of teacher's teaching load (Anyeimdah, 2017). Although these three are school-based factors (Al-Zoubi & Younes, 2015), the attitude of teachers (Umo-Udofia & Andera, 2018) towards English language has been considered as critical in determining the liking of the subject by learners and subsequent performance on the same. This necessitated the need to examine how the attitude of teachers moderates the relationship between school-based factors and KCPE language performance in English language in Kalokol Ward, Turkana County, Kenya. The empirical review that follows start by discussing literature on the three aspects of school-based factors, and concludes by exploring the underlying moderating effect of teacher's attitudes.

### **2.3 Teaching Load and Performance in English Language**

Teaching load refers to the number of hours that a teacher is engaged in teaching in a particular day or week (Ayeni & Amanekwe, 2018; Dalail, Fook & Sidhu, 2017; Anyiendah, 2017). The teaching load may be analyzed from different perspectives. The class size is one of the landscapes of teaching load, (Monks & Schmidt, 2011) where the teaching load is determined by the ratio between the teacher and learners (Kyambi, 2019). Another approach of determining the teaching load can be termed as a quantitative technique (Cooper & Gibson, 2018). This involves checking the number of hours that a teacher is engaged in teaching in a particular day (Ayeni & Amanekwe, 2018; Dalail, Fook & Sidhu, 2017; Anyiendah, 2017). Another aspect of measuring teaching load as informed by Cooper and Gibson (2018) is through a qualitative technique. This involves determining the nature or magnitude of teaching load by evaluating the complexity needed in the delivery process.

Limited studies have been conducted across the globe which attempt to investigate the effect of teaching load on the academic performance of learners. In Belgium, Ballet and Kelchtermans (2009) conducted a study on drawbacks of teaching load. Lin and He (2019) also conducted an almost similar study in China. Both, Ballet, Belgium, and Kelchtermans (2009), and Lin and He (2019) explored the effects of teaching load in reference to learners' academic performance. Both Ballet et al. (2009) and Lin and He (2019) observed that, where teaching load was huge, teachers felt demotivated and lacked morale for work. The vice versa was also reported to be true; teachers who were characterized with a lower teaching load, were termed as competent and felt more motivated than their counterparts.

These findings were consistent with Arksey (2015) who did a study on teachers' competence against teaching load in Canada.

Closely related studies by Arksey (2015), Lin & He (2019) and that carried out by Ballet, Belgium & Kelchtermans (2009) are of great relevance to the current study. They help one to understand the effects of teaching load on English teachers towards achieving English language performance. The work load of an English teacher is of great significance. This is because of its potential in influencing morale and competence of the teacher. This can ultimately interfere with teachers' content delivery in the classroom, and may result to disastrous negative impacts on learners' academic performance in English language.

Dalail, Fook and Sidhu (2017) and Ingvarson et al, (2014) also conducted closely similar and related studies that explored the effect of English teachers' load on the academic performance of learners. Their findings reported that where teachers had a huge workload, they felt over-burdened and felt that it affected their job satisfaction. They concluded that huge working loads affected their concentration and interfere with quality delivery in the classroom. Teachers who had a less weighty teaching load were reported to have better quality delivery in the classrooms and were reported of having job satisfaction (Dalail, Fook & Sidhu, 2017; & Ingvarson et al, 2014).

Africa records limited research on teaching load with respect to academic performance of English language. In Algeria, Aoumeur (2017) assessed the effect of class size as a parameter of identifying and measuring teaching load on the effect of English language academic performance. Aourmeur emphasizes on the significance of teaching load with reference to class size where the nature of attention given by the teacher to an individual

learner was of great importance at predicting performance in English language. These findings are supported by those by Etomes and Lyonga (2020) in Cameroon agrees with the findings by Aoumeur (2017) as both checks on the effect of teacher-learner ratio on academic performance. In both studies, the authors held that if class size is huge, it results to a low ratio between teacher and learner. This in turn results to a reduction of attention that a learner receives. English language requires teachers' attention on an individual learner (Aoumeur 2017) hence, reduced or lack of individual attention may adversely affect how a learner performs. Notably, schools with smaller class sizes achieve superior academic performance than schools with bigger class sizes. Michael, Daniel and Steffi (2011) made a conclusion to the point that class sizes above 40 negatively affect the achievement of learners.

Ayeni and Amanekwe (2018) carried out a study in Nigeria focusing on the effect of teaching load on academic performance in English language where they collected data from public schools and reported that teachers with huge work load record, had high job dissatisfaction. Any teacher's dissatisfaction affects ones delivery in classrooms and this also had a negative effect on learners academic performance including the English language. These findings, concur with those of Aoumeur (2017) and Etomes & Lyonga (2020) who found out that teaching load possesses a significant relationship on the performance of learners.

Locally, only a few studies have focused on the effect of teaching load on performance of English language. Anyiendah (2017) conducted a study where he investigated on the effect of teaching load on academic performance. The findings observed that overburdening



teachers with responsibilities may affect their ability to balance, hence, underperformance in the class. This has ultimate effects on a learner as it is directly reflect on the performance of, not only the English subject, but also the other subjects.

Studies by Agunda, Onderi and Ajowi (2018) as well as Rose and Sika (2019) lack a complete linkage to the poor performance on English language. However, Kyambi (2019) attempted to address this deficiency. He explains that teacher's load has a direct relationship to the level of concentration of the teacher in the classroom. The level of concentration may be affected by health of the teacher, especially mental health, and fatigue which may partly be traced to the workload (Agunda, Onderi & Ajowi, 2018). According to Kyambi (2019), teachers with less teaching load, registered high levels of concentration in classroom delivery. This was, however, commensurate to sufficient number of teachers in a school. Teachers who had huge working loads felt over-burdened and were observed as having low level of concentration. This was observed as having a correlation with low number of teachers in a school. The level of concentration by the teacher cannot be over-emphasized as it directly impacts on classroom delivery. English teachers are not unexceptional to this scenario. It can be deduced that the workload of English teachers has a direct effect on their concentration in class delivery. This concentration in turn determines the output of the English teacher gives and this may finally impact on performance of the learners in English language (Kyambi, 2019).

## **2.4 Instructional Resources and Performance in English Language**

Instructional and learning resources play a pivotal role with respect to performance of both the learners and the teacher. Instructional resources, in the context of this study refer to

assets that aid teachers in the delivery (teaching) process. The resources may be in form of teaching guides, supplementary materials, and also multimedia and digital resources (Omuna, Onchera & Kimutai, 2016). Nature and adequacy of instructional and learning resources has been studied with regard to its significance towards performance of learners and specifically in English language. Learning resources, in the context of this study will entail all assets in the school environment that aid the education of learners (Makori & Onderi, 2014). Learning resources entail textbooks, stationery, flashcards, educational resources and other reference information materials.

Indicators of instructional and learning resources in a school include availability and adequacy of teaching aids, teachers guides, chalkboard, stationery, audiovisual aids and textbooks (Manduku, 2017; Sullivan, Perry & McConney, 2013; Oguntuase, Awe & Ajayi, 2013; Asige, 2017). The instructional and learning resources paired with their utilities underscore the significance of such resources towards achieving desirable performance among learners.

Studies have been conducted that have underscored the significant relationship between academic performance and instructional and learning resources across the globe. In Australia, Sullivan, Perry and McConney (2013) carried out a study on the factors influencing pupils' academic performance. Findings from the studies show correlation of academic performance and instructional resources. Performance of English language is also largely dependent on the available instructional and learning resources which expound on grammar.

A separate study by Jeffery and Van Beuningen (2019) in the Netherlands largely agrees with the studies by Kristensson (2005) Sullivan, Perry and McConney (2013). However, the study differs with the aspect of design of instructional and learning resources. Jeffery and Van Beuningen concentrated on the nature of instructional and learning resources and their contribution towards achieving academic performance. Jeffery and Van Beuningen (2019) reported of a relationship that predicts utility of relevant and well-designed instructional and learning resources to academic performance. Consequently, and with foregoing consideration, the utilization of relevant English resources is likely to predict the performance in the English language, among learners.

The foregoing studies are very relevant to the current studies. Closely related studies by Niemi (2016) and Aro and Mikkila-Erdmann (2015) in Finland explore on the issues of instructional resources as determinants that influence academic performance. Aro & Mikkila-Erdmann (2015) shed light on the underlying factors that are paired with instructional and learning resources and which were found to have had significant influence on academic performance. The studies found out that, instructional resources, societal factors, as well as, external factors influenced the performance of English language. Instructional resources, therefore, poses a significant relationship in shaping the learner and ultimately this reflects in the performance arrived at therein.

Moreover, Rachel, (2013) observed that the ingenious use of an assortment of media in teaching enhances the likelihood of the learner to learn more, retain better what they learn and enhance their achievement on the skills that they are projected to develop. Additionally, Francisca (2012) avowed that little children are able to understand conceptual

ideas if they are provided with enough resources and practical experience with the event that they are to comprehend. Thus, a variety of teaching materials enhance the ability of the learners to grasp the curriculum content.

In Nigeria, Oguntuase, Awe and Ajayi (2013) carried out a study in South-west Nigeria by assessing the effects of instructional and learning resources on the performance of pre-university learners in Mathematics. According to the researchers, the schools that recorded highest scores in Mathematics tests and examinations were uniquely characterized by having adequate teaching and learning resources, unlike their underperforming schools which recorded lack or inadequate instructional and learning resources. A separate study carried out in Zambia which also sought to find out reasons for underperformance in Mathematics recorded consistent findings to that of Nigeria (Changwe & Mwanza, 2019). Changwe and Mwanza observed that learners with sufficient learning materials, paired with teachers who had sufficient instructional resources and reported good performance in Zambia. The two studies placed great value on availability and adequacy of instructional and learning resources in order to boost the academic performance of learners. The studies, however, did not cover issues such as quality aspects of those resources.

Adalikwi and Lorkpilgh (2013), and E-Jurnal Akuntansi (2016) sought to find out the impact of quality of learning and instructional resources on academic performance in Tanzania and Nigeria, respectively. Both studies emphasized aspects of quality of instructional and learning resources with respect to their impact on performance of learners. For instance, the quality of teachers' instructional guides was determined by checking against the standard book guide provided by the national education board. Additionally,

the schools that were rated to have quality learning and instructional resources recorded good performance across all subjects as compared to underperforming schools which were rated to having low quality instructional and learning resources. This highlights the vital necessity of not only adequacy in instructional and learning resources but also on the vital role played by the quality of the instructional and learning resources in academic excellence. Adequacy of quality English language instructional and learning resources increases chances of performing well in the English language.

Laurillard (2013) study on effective teaching, and learning technologies in Botswana found that lack of relevant teaching materials caused dismal learners' academic performance. The study further found that learners' poor academic achievement is mainly caused by lack of relevant textbooks and other print materials, such as, publications and handbooks. However, this study lacked specific focus on English language.

A study conducted by Rwamwenge, Zikanga and Mugizi (2020) in Uganda which focused in English performance was consistent with the findings by E-Jurnal Akuntansi (2016) and Adalikwi and Lorkpilgh (2013) as they both conclude that the quality of instructional and learning resources positively influence performance. Rwamwenge, Zikanga and Mugizi (2020), for instance, noted that schools with well-equipped libraries, recorded learners with outstanding performance in English subject. The study by Jamillah (2016) in Tanzania may be termed to be more authoritative and informative due to its inclusivity nature as it investigated on the aspects of availability, adequacy and quality of instructional and learning resources. Jamillah noted that schools with adequate and quality instructional and learning resources recorded high academic performance among learners. Lyons (2012)

argues that learners' performance is influenced by the quality and quantity of teaching materials. Lyons observed that institutions with adequate teaching/learning resources such as textbooks, charts, maps, audiovisual and electronic instructional materials such as radio, tape recorder, television and video tape recorder stand a better chance of performing well in examination than poorly equipped ones

Other studies have also been conducted to understand the relationship between academic performance and instructional and learning resources. Munguti (2016), Maina (2018), Manduku (2017) and Akungu (2014) in different areas across Kenya have been consistent with other studies done in developed and developing countries. However, one outstanding challenge reported in most studies is inadequate instructional and learning resources in most primary schools in developing countries, especially in Africa. This can be linked to the poor performance in English Language in national examinations in Turkana County; something that will be ascertained in this study. Studies examining this situation in public primary schools in Turkana County and in particular Kalokol Ward, are lacking. Few studies such as by Munguti (2016), Maina (2018), Manduku (2017) and Akungu (2014) which were done in Kenya focused on secondary schools. For instance, secondary schools with well-equipped laboratories recorded good performances in science subjects. These correspond with the findings reported by Lizumbuze, Asige, Achoka and Judith (2017), and Omuna, Onchera and Kimutai (2016) who recommended the need for adequate instructional and learning resources to turn around poor academic performance.

Omuna, Onchera and Kimutai (2016) specifically explored the availability of English language learning and instructional resources in secondary schools in Kenya. The

availability of instructional and learning resources was linked to dispersed grades in the English subject and reading literacy across the country. Mwona (2019) in a separate study done in Nairobi also examined the relationship between academic performance and instructional and teaching resources. These results were consistent with those of Omuna, Onchera and Kimutai (2016), and Ngure (2012). These studies noted uneven distribution of teaching and learning resources in various schools. This was attributed to the uneven distribution of English grades among learners.

## **2.5 Head-teachers' Supervisory Role and English Language Performance**

The school administration is a crucial factor in the success of a school. Schools require good leadership and supervision by the head teachers. They organize the process of teaching and learning and ensure that the mission of the school is achieved (Lydia & Nasongo, 2009). The core role of the head teachers is to ensure the achievement of the established mission through creating a good environment for the teachers and learners, respectively. Notably, the success of any level of education is hinged on the quality, regular and continuous supervision of instruction (Onumah, 2016). This is often done by the head teacher. Onumah identified major supervisory functions of head teacher's that include: management of curriculum and instruction, supervision of classroom instructions, monitoring and evaluation of learners' progress and achievement, promotion and enhancement of learning environment, establishing and supporting continuous staff development and procuring instructional materials for teaching and learning. The head teacher is expected to make key decisions in order to improve learning in their schools

through working with parents, encouraging learners, and motivating teachers in order to improve the quality of learning and performance in national examinations (Uwezo, 2011).

Singh (2017) breaks down head-teachers' leadership role and empirically linked it to academic performance. Singh also notes head teacher's obligations that include evaluating, supervising overseeing, and enhancing professional development of teachers. Other obligations of a head-teacher include; establishment, enforcement and upholding of quality of the set standards of a school (Minadzi & Nyame, 2016; Nzambi 2012; Oyugi & Gogo, 2019); ensuring harmonious and smooth operation in a school, and conducting periodical internal evaluations and assessments of both teachers and learners in a school (Wanjiru 2016; Akypeamong 2019; UNESCO 2016).

One of the characteristics of a successful school is the presence of a strong leadership which is manifested through supervision of teachers' work. For instance, in most successful schools the head-teachers sit in the classroom during instructional time and note down points which they later discuss with the teachers. On a regular basis, the head teacher samples out some of the exercises done by children to find out the extent to which teachers are teaching, for example, the English language. The head teacher also inspects the lesson plans of teachers and vets them every week (Onumah, 2016; Nyame, 2016). This is a crucial exercise which is significant in determining how learners perform in national examinations.

The link between academic performance and head-teachers' leadership has been studied by different learners across the globe, giving a limelight to its significant impact and the underlying relationship. In Nepal, Singh (2017) set out to investigate the roles played by



school principals and head-teachers towards achieving academic performance of learners in their schools. The findings in Nepal correspond with other findings from different countries, for example, the findings by Perry (2012) in Ireland and that of Al-Zoubi and Younes (2015) in Jordan. These studies highlight some vital responsibilities of school head-teachers and principals that have significant impacts on the academic performance of learners. Internal evaluation and assessment of both teachers and learners are classified as some of the duties that head-teachers are expected to perform dutifully. According to Al-Zoubi and Younes (2015) internal evaluation helps to monitor progress of teachers and may be a motivating factor for teachers to be vigilant and hardworking (Wales, Ali and Nicolai, 2014). Basically, this nature of evaluation will positively impact on learning of English language in a public school. This is because, evaluation provides progress and feedback with identification of areas and remedial issues that require to be re-addressed to improve the English performance.

In Uganda, Tibagagwa, Onen and Oonyu (2016) investigated the role of providing support to teachers. Teachers play a vital responsibility in the academic education journey. They not only teach, but, also are in direct contact with the learners, hence, they are able to keep abreast with academic progress of learners (Integrity, 2018). They are, therefore, key personnel in achieving the desired academic performance of learners. However, teacher delivery is moderated by the nature of leadership support provided by head-teachers in a school set up. It is undisputable that head teachers, by virtue of their jobs are responsible for the success or failure in education of learners. Their encouragement and leadership are essential. They are expected to provide moral support to the teachers, encouragement and solidarity, listening to their grievances, addressing challenging issues, counselling, and

talking to them often. This goes a long in uplifting and motivating teachers to a very great extent (Tibagagwa, Onen & Oonyu, 2016).

Apart from the role of encouraging teachers, head teachers in Zanzibar are tasked with ensuring institutionalization of a working culture by supervising teachers in their school (Rea-dickins, 2009). Head-teacher's also ensure that teachers in their school are disciplined, motivated, are in the right mind-set, and are maintaining integrity in teaching (Dogo, 2013; Richard, 2018). By doing so, head-teachers ensure that the teachers are providing best teacher-services to learners.

Support for an English teacher is critical in driving the desired performance of a learner. Minadzi and Nyame (2016) reported that in Ghana, the schools where head-teachers were supportive to their teachers,' registered better academic performance of learners as compared to the schools where teachers complained about lack of support from their head-teachers. The teachers who got head teacher's support said they were involved in making decisions pertaining to learning considering that they were in contact with learners most of the times and were better placed to understand what was best to be done to specifically improve academic performance of the learners. It can be deduced that the support extended by head-teachers to English teachers have a motivating role in influencing the performance of English language, among learners.

Locally, Aguya (2014) investigated the role of head-teacher's support in realizing academic performance in public schools. Aguya's results were not only consistent to other studies across the globe but more so corresponded to that of Wanjiru (2016) also done in Kenya. Both Aguya (2014) and Wanjiru (2016) underscored head teacher's support to both

teachers and learners. Kieti (2017) in her study recommends a serene relationship where learners are able to approach the head-teacher in case they encounter any problems during academic pursuit. These studies further reiterated the need for head-teacher to ensure that their teachers are abreast with the changes and emerging trends. This may be realized by organizing, financing and enabling English language teachers to attend training workshops and seminars. This helps in sharpening teachers' skills and will improve service delivery.

Nzambi (2012) and Nyongesa (2019) emphasized on the role of the head-teacher in maintaining and checking the discipline of both the teachers and learners. Undoubtedly, the head-teacher is the school figurehead and provides strategic direction as far as discipline matters are concerned. The directive of how school rules are implemented is spearheaded by the head-teacher. Head-teachers ensure that teachers are disciplined, especially in attending to their classes. Nyongesa (2019) described the discipline of learners as fundamental in influencing academic performance of learners. This shows the fundamental roles played by head-teachers in achieving academic performance in a school. In Kenya, the duty of supervising and overseeing class attendance of teachers is a preserve of head-teachers. They are also expected to uphold the discipline of learners and teachers in the school. English language is quite involving; hence, teachers ought to attend scheduled classes. Failure to monitor attendance of lessons by English language teachers may result to poor performance in national examinations.

Wanyama (2013) too noted that learners' performance depends on the school head teacher. This is because the head teachers are the focal system of a school through which all important functions rest and is also the controller of all resources that may influence

learners' performance in schools. They are usually charged with three tasks; financial, provision and maintenance of physical facilities, staff welfare, supervision and performance development and pupil's discipline. From a pool of teachers, the head teacher is responsible for selecting competent English teachers to facilitate teaching of English language in the school.

Effective monitoring requires good systems that are guided by well-established goals and targets. Nyamongo, Sang, Nyaoga and Matoke (2014) reiterated that in carrying out supervisory and monitoring tasks, the head teacher should have a clear specification of goals and targets. They further pointed out that most head teachers did not have objectives and mission targets to guide their schools. They reported that 80% of all the head teachers who were interviewed had not observed any lesson, so they were not aware of what was going on in the classrooms but only waited for final KCPE results, which led to their schools posting poor results. A study by Njuguna, Waweru and Nyagosia (2013) in public secondary schools in Central Kenya compares the top 20 performing schools and 20 from the bottom category. It established that head teachers' frequency of internal supervision contributed towards better performance. This involved proper tuition and revision, careful supervision of teachers and pupils' work, proper testing policy, syllabus coverage, teacher induction courses and team building.

The responsibility of checking and evaluating professional documents, such as, teachers' schemes of work and lesson plans lies in the hands of the head teacher (Oweoye and Yara 2011). This may be done in person or delegated to the deputy head teacher or a senior teacher. Preparation and use of schemes of work by the teachers, enhances sequential

teaching and results to improved academic achievement. This is usually done frequently to allow the head teachers to monitor curriculum implementation (Nyagaka and Odongo 2013). Obviously, limited monitoring of the teaching and learning processes by the head teacher is a factor which could contribute to poor performance in national examinations. The current study was set out to establish the influence head teachers' supervisory role has on KCPE English Language performance in public primary schools in Kalokol Ward, Turkana County.

## **2.6 Moderating Effect of Teachers' Attitude on the Relationship between School-based Factors and Performance in English Language**

From the context of this study, teacher's attitudes refers to a composition of various aspects that are informed by beliefs, thoughts, perception, behaviour and feelings towards something or someone (Yu, 2010; Nysten, 2009; Gornelksiz, 2010; Hashwani, 2008). They constitute of a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor based on the experience, perceptions, understanding, beliefs and the teachers' experiences (Eagly & Chaiken, 1993). Attitudes of teachers usually have great impact on the interest, behavior and motivation of learners (Umo-Udofia & Andera 2018; Onchiri, Aloba & Raburu, 2016). Teacher's attitudes towards the English language subject may be caused by the subject or the school itself which is the learning environment (Gajalakshri, 2013; Primadi, Setiyadi & Kadaryanto, 2017; Ohakamike-Obeka, 2016).

Indicators of attitudes comprise of factors such as the behaviour of a teacher in the class (Hosseini & Pourmandia, 2013). Attitudes can generally be classified as positive or

negative (Massri, 2020). According to Massri, there is a great relationship between the levels of concentration of a learner in relation to the pedagogical approach the teacher uses. Massri's results revealed positive inclinations on the performance depending on how favorable and approachable the teacher was. This also seemed to affect the level of concentration of the learners.

The attitude towards English language may vary depending on the teacher. A study by Gursoy (2013) gives a prospective view of the teachers' attitudes towards the English language. The results of the study show a relationship between success of learners and the teachers' attitudes, as well as, a difference in performance based on gender.

Attitudes may as well be determined by the perception and feeling one may be having on the language (Jain & Sidhu, 2013). According to Jain and Sidhu, the feeling of the teacher and the insight towards the English language determines the attitude of a learner to a great extent. A teacher with a positive attitude towards English language is likely to perceive English language from a positive angle and this may ultimately affect pupils' performance in the language. The contrary is also true where a teacher who has negative attitude towards the English subject, is likely to run short of confidence and this will be reflected in examination performance.

Few studies have been conducted across the globe investigating the significance of the teacher's attitude and its effect on performance of the English language. A sizeable number of studies have largely focused on relationship between learners' attitudes and academic performance (Gursoy, 2013). There is lack of literature concerning the attitudes of teachers as a moderator. The current study aimed at investigating the moderating effect of teachers'

attitudes on the relationship between school-based factors and English language performance. The path followed in arriving at the attitude of a teacher in the context of this study is magnitude of the teacher's attitude towards the English language itself, towards the pupils and also the learning environment (Primadi, Setiyadi & Kadaryanto, 2017).

Andersson (2019) carried out a study in Sweden to verify whether teachers' attitudes affect learners' attitude towards English language performance. The study described teachers' attitude towards English language as being either positive or negative. It was observed that teachers possessed different thoughts, experiences and information about English language. Some viewed the language negatively while, others perceived it positively. The study concluded that English teachers were generally positively impacting their pupils in the classrooms. The study by Al Darwish (2017) reported that in UK, teachers' professionalism largely depended on the working conditions, personal goals, attitudes, and the career prospects available to language teachers in their community. The study concluded that whatever attitude developed by the teacher was important in cultivating a learning environment which was significant in influencing learners' performance. Al Darwish, recommended need for a conducive and friendly environment which was a key driver to teachers' attitude and commitment.

A study by Salleh and Yusoff (2016) assessed the teachers' attitudes and beliefs towards the English language in primary schools in Malaysia. The research results noted positive attitudes of the English language teachers towards learner-centered learning of the English language. The findings further indicated a positive relationship between learner-centered learning practices and learners' achievement in the English language subject although it

was weak. However, a posttest-only comparative efficacy study by Smith (2010) better informed and validated that teachers' attitudes impacted on the pupils' performance. Smith recommended professional development training for teachers where poor performance in the English language was noted. A professional development training was described as being effective in addressing teachers' skills and competencies which influence practices.

A similar observation was reported by Gurs0y (2013) in Turkey, where female English language teachers were reported as being more fluent in reading, teaching and using the language although there was no notable significant difference between gender of a teacher and the learners' performance. The findings by Gurs0y (2013) were consistent with those by Al Darwish (2017) who found a relationship between teachers' attitude and the learners' performance. These studies, however, examined direct relationship that teachers' attitudes had with pupils' performance but never examined it as a moderator between school-based factors and learners' performance.

Regionally, few studies have addressed the subject of teachers' attitudes towards English language. Dinsa and Bege (2017) carried out a study on the challenges of teaching English as a foreign language in primary schools in Ethiopia. Dinsa and Bege observed complaints from teachers; some of who expressed hatred towards the English subject. The study revealed how some teachers were requesting their friends to assist teach them their lessons for lack of confidence. This behavior depict negative attitude of teachers and their teaching career which, if not checked, can affect learners' performance. This indicate that teachers in the study area were not frontline role models in impacting positivity in pupils. The study attributed the behavior of teachers to lack of adequate knowledge and experience; lack of



access to up to-date trainings and workshops, lack of qualification to teach English, and lack of awareness about interactive methodologies of teaching English.

The perception that English language teachers have about their own roles in the class and the attitude they have towards their learners can also affect performance in the language. Afolabi (2009) explored the effects of teachers' attitudes and gender factor as determinant of pupils' performance in primary science in Nigeria. Afolabi reported a significant relationship between teachers' attitude and pupils' performance in primary schools. Existence of a relationship was also reported by Tiruneh and Gudeta (2017) in a study done in Ethiopia. Both Tiruneh and Gudeta (2017), and Mahlobo (1999) reported that teachers who were categorized as having positive attitude towards English language were also noted to have made extra efforts to teach English language.

A pragmatic study by Kirui, Osman and Naisujaki (2017) in the Republic of Tanzania reported how majority of teachers of English language were negatively effecting learners' academic achievement. In that study, teachers' admitted challenges in the use of English as a language of instruction. They recommended that the government should chip in through enacting policy that will foster the upgrading of English to enhance competencies in teaching English language.

In Uganda, Ochwo (2013) attempted to describe how motivation, as a result of the teachers' attitudes, moderate the school-based factors affecting the English language performance of a learner. According to Ochwo (2013), motivation of the teacher is important as it dictates the level of utilization of the available resources. Kirui, Osman and Naisujaki (2017) have provided evidence that a learner is directly influenced by the teacher competencies and

attitude to learn the English language. Similarly, a learner who is motivated to learn the English language, will find him/herself exploiting information resources on English language, such as, story books, as compared to a learner with negative attitude who, due to low motivation, underutilizes English language information resources. This hints on the possibility of moderating effect of teachers' attitude on the relationship between the school-based factors and English language performance.

Locally, the factors influencing learners' achievement in English subject in Kisii County were assessed (Misati, 2009). Findings hinted that school related factors were influential to academic achievement of learners. The study concluded that many school related factors were impeding pupil's performance, one of which was attitudes of teachers. This was because, teachers' ability to show sensitivity to individual differences in the classroom during learner-interaction sessions spoke volumes to the pupils. It triggered a particular feeling in a learner making the learner to embrace a subject (Misati, 2009).

The study by Langas (2017) noted how teachers play a big role in impacting learners liking of a subject and this was affecting pupils' academic performance. The study concluded that teachers' attitudes, teachers' training, teachers' knowledge and perception of school environment influenced academic performance of learners. Although the context of the study was based on inclusive primary schools and general national examinations, these do not discredit the validity of the study since, the effect of teachers' attitudes came out clearly.

## **2.7 Summary of the Research Gaps**

In this review, three school-based factors that influence pupils' performance in English language at KCPE examinations have been discussed. They include teaching load, availability of instructional resources, and head-teachers' supervisory role. The review has further noted that resulting influence of these school-based factors on performance of English Language in national examinations is moderated by teachers' attitude.

Although literature has been reviewed on school-based factors influencing learners' English performance, most of these studies have been done in other parts of the country and regions whose strategic approach and financial footing is different from that of Kalokol Ward in Turkana County. None of the studies have focused on how school-based factors apply in the context of the planned study, hence, a great need to investigate aspects that have continued to cause poor performance of KCPE English language in Kalokol Ward, Turkana Central Sub-County of Turkana County, in Kenya.

The review also indicated a dearth of studies that have specifically examined the school-based factors and their impacts on the performance of English language in national examinations such as KCPE. It is evident; therefore, that a literature gap exists on the school-based factors influencing the performance in Kalokol Ward. The interplay and the extent of the school based-factors in determining the performance in English at KCPE examinations will, therefore, be assessed as well as, determine the moderating effect of teacher's attitude.

## **2.8 Theoretical Framework**

This study was guided by input-output theory. This theory is also known as the Education Production Function Theory whose main proponents are James Dewey, Thomas Husted and Lawrence Kenny (1998). The theory focuses on the analysis in the economics of education whose impacts are on school resources, both physical facilities and learning resources. The theory assumes that there is substitutability of inputs to produce the same output. According to this theory, a standard formulation for the education production function takes the form:  $A = F(X)$  where A represents the output produced by the activity, and X is a set of inputs.

This theory is supported by Callan and Santerre (1990) and Nelson and Hevert (1992) who have provided empirical evidence that there is at least limited substitutability between educational inputs, for example teachers, physical facilities, learning resources, financial resources and learners' performance that becomes the output resulting from combining efforts and application of the inputs.

The current study used this theory to highlight various aspects of the learning process of a learner. It helps to understand how the output which in this case is English language academic performance of a learner in national examinations will be arrived at. The theory classifies inputs relevant to the desired output and how they relate to each other. The various inputs which are denoted by letter X, are in the current study comprised of the school based factors; instructional and learning resources, teaching load and head-teacher's supervisory role. The input-output theory informs the roles played by the inputs in arriving at the desired output. The theory is not ignorant of the level of input, as it highlights that

the output is determined by how much input is applied; the higher the levels of input, the higher the level of output and the vice versa is also true. When the inputs are low in quantity the output reciprocates to turn out to be lower (Callan & Santerre, 1990; Nelson & Hevert, 1992).

Education Production Function Theory is of great relevance to the ongoing study as it helps to understand how to arrive at the desired performance of English language in national examinations (the desired output). The theory is also important in understanding the contributions of the nature of quantity provided for each input (school based factors). It notes that the quantity provided by each input (school based factors) influence the end output (English language performance of a learner).

In this study, it was hypothesized that the level of dispatched inputs is moderated by the teacher's attitude (Callan & Santerre, 1990; Nelson & Hevert, 1992). Specifically, the level and nature of input is in this case moderated by teacher's attitude. This implied that the extent of influence of inputs (school-based factors) was moderated by the teacher's attitude to determine the magnitude of the resulting output (English language performance of a learner). The theory therefore significantly underpinned the moderating effect of teacher's attitude. This proposition meant that the attitude of the teacher towards the English language teaching had a contributing effect on the school-based factors' influence on the magnitude of performance of pupils in English language national examinations. The investigation proposed in the current study was guided by this theory in assessing the school based factors influencing KCPE English Language performance in public primary schools in Kalokol Ward in Turkana County.

## **2.9 Conceptual Framework**

A conceptual framework is a graphical representation of the constructs of the study which help to demonstrate how constructs relate to each other. In this study, the dependent variable is the KCPE English language performance, while the independent variables are school-based factors. The relationship between these variables is shown in Figure 2.1.

The information provided in Figure 2.1 describes the relationship between variables that are conceptualized in this study. The dependent variable is KCPE performance in English language. The independent variables in this study were teaching load, instructional/learning resources and the head-teacher supervisory role. These comprised of the school-based factors which were hypothesized to be influencing the KCPE English Language performance of learners in Kalokol Ward, Turkana County.

The teaching load constituted indicators such as the hours teachers spend teaching on a daily or a weekly basis, the teacher- learner ratio, the English Language class size that teacher handles and the number of lessons a teacher handles per week. The instructional resources that facilitated learning were determined by assessing their availability. These included teaching guides, lesson plans and schemes of work. Additionally, availability of a purpose-built school library was ascertained. Availability of English supplementary information materials such as novels and other literary materials were also ascertained. The study was interested in assessing the availability of English textbooks. Moreover, variety of learning materials in multimedia and digital formats were also ascertained in addition to their relevance.

The head-teacher's supervisory role is the third independent variable. This is characterized by indicators such as creation of a good and conducive working environment through servant and transformational leadership, providing support for teachers' development through in-service training to enable them employ better instructional methodologies which leads to the improvement of teaching of the English subject. Other items of observations are internal assessments, evaluations and inspection of lesson plans by the head teacher. The study also checked how head teacher enforced school standards, discipline, as well as, how they handled promotion of teachers and procurement of instructional materials and teaching aids for English language. Additionally, the study ascertained the motivational programmes for teachers and pupils in order to encourage improved performance in the English language in a school.

The KCPE English Language performance was the dependent variable in this study. Performance in language refers to level of mastery in the comprehension, production and attitudes toward the subject. The dependent variable was evidenced by the KCPE average performance scores in English language, as well as, the overall academic performance in the mean score of the subjects which are done in English language.

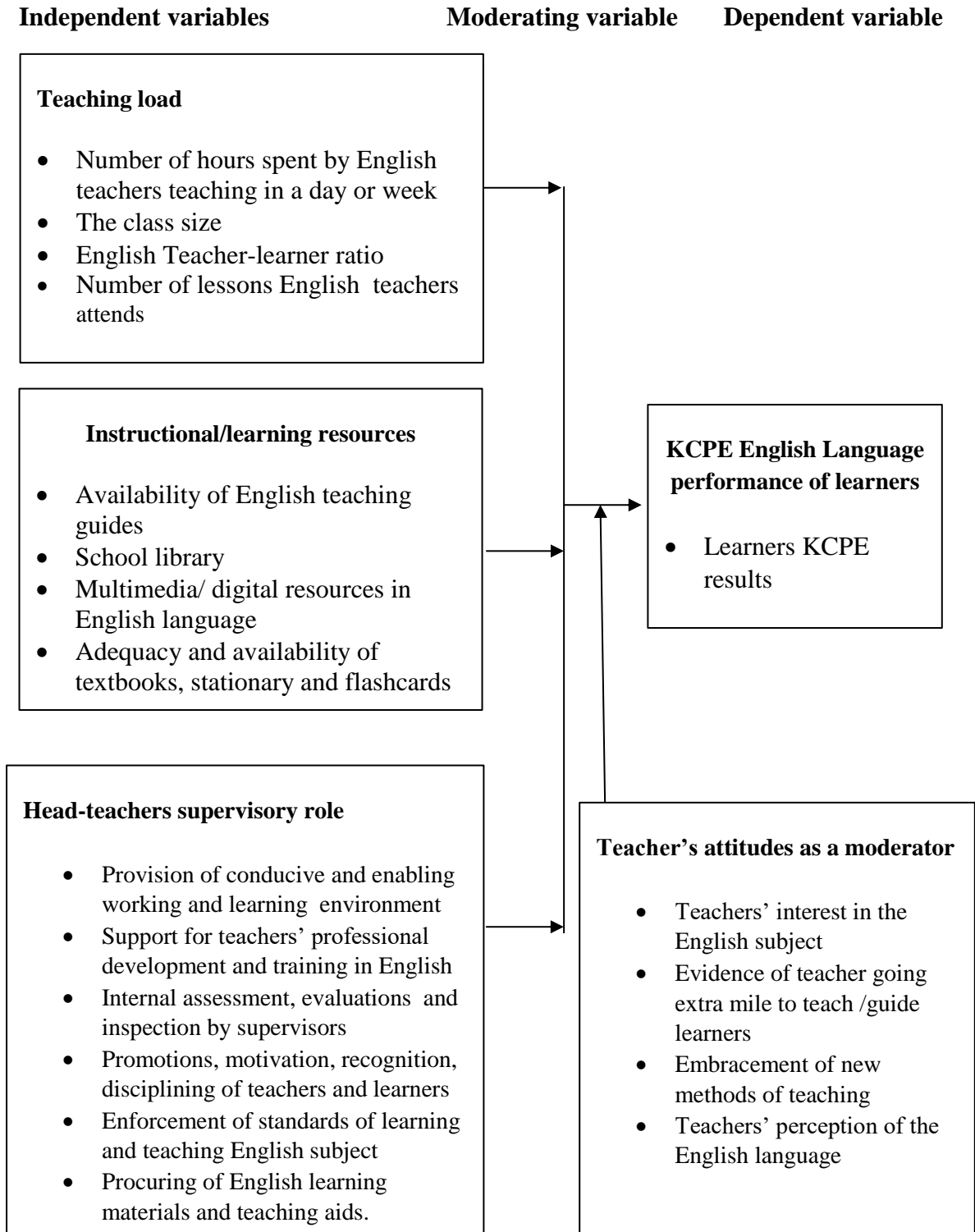
The teachers' attitudes were hypothesized to be a moderating variable in this study. It was expected that teachers' attitudes towards the language could moderate the predictive power of the identified school-based factors on the pupils' KCPE performance in English language. The moderating effect can drift either positively or negatively as a result of the impacts. Teachers' attitudes constitute of the perceptions, behaviour and feelings towards

the English subject itself. Other elements observed included the level of enthusiasm and interest which caused teachers to go an extra mile.



**Figure 2. 1**

*Conceptual framework on variables in the study*



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter details the methodology on how the research was conducted and presented. It starts by describing the area where the study was conducted. This is followed by, the research design, target population, sample size and sampling technique. It also describes the instruments for data collection, as well as, their reliability and validity. In addition, data collection procedures and methods of data analysis are described. Ethical considerations observed during the study are finally outlined.

#### **3.2 Research Philosophy**

Research philosophy relates to a system of beliefs and assumptions about the development of knowledge such as how it will be gathered, analyzed and used by researchers' at each step of conducting of research (Saunders, Lewis & Thornhill, 2009). Research philosophy aids researchers in adequately justifying why a particular research approach should be applied to a particular study and another, to the other. Research philosophical ideas are categorized into pragmatism, constructivism, positivism and post-positivism.

This study employed a positivism research philosophy in order to explore the school-based factors influencing learners KCPE English Language performance in Kalokol Ward, Turkana County. This is because the study adopted a descriptive survey research design where both quantitative and qualitative data analysis techniques were employed to validate, refute or reject the four study hypotheses resulting from the study variables comprising of

the teaching load, the instructional resources, the head-teachers supervisory role and lastly the moderating effect of teachers' attitudes towards English language performance in Kalokol Ward.

Moreover, the study is deductive in nature, since the researcher generally argues logically and thereafter come up with generalized findings as well as conclusions based on respondents' point of view. The position of the researcher being a natural observer in the positivist philosophy (Saunders, Lewis & Thornhill, 2009). The input-output theory or the education production function theory adopted in this study gave direction by confirming or refuting the study findings and general conclusions of the study.

### **3.3 Research Design**

This study used a descriptive survey research design to explore the school-based factors influencing learners KCPE English Language performance in Kalokol Ward. This design was suitable for the study as it did not only help to pinpoint the characteristics of the target population but also helped to forecast trends by giving quantitative assessments of the population with the same character as informed by Orodho (2009). This design was suitable considering that the study was set out to seek opinions and facts from the target population, through a representative sample.

Moreover, descriptive survey design best fitted the current study as it involves describing, analyzing and reporting current conditions of the teaching load, the instructional/learning resources and the head-teacher supervisory role, and the moderating role of the teachers' attitudes in impacting their performance. The design provided a means to contextualize, interpret and understand the pupils' KCPE performance in English Language. It further

enabled testing of the hypotheses as outlined in chapter one. Additionally, it enabled confirmation or refuting of the input-output theory adopted in this study. Related studies on factors influencing learners' performance such as Kimeu and Tanui (2015); Yara and Otieno (2010); Akungu (2014); and Kimutai (2016) had also adequately used descriptive survey research design. The study adopted mixed methods approach where both quantitative and qualitative data were used. In the mixed methods approach, four different tools were used which helped to realize data triangulation.

### **3.4 Location of the Study**

The study was carried out in Kalokol Ward in Turkana County. This county is located on the north western side of Kenya covering 77,000 square kilometers. Turkana County has six sub-counties comprising of Loima, Turkana East, Turkana North, Turkana South, Turkana West and Turkana Central (Macharia, et al. 2020, Turkana County Annual Development Plan (CADP), 2020). Turkana Central Sub-County has three Wards namely Kalokol, Kerio and Central. Kalokol Ward is one among the three in Turkana Central Sub-county. The region has 23 public primary schools. The region's outstanding economic activities are fishing and herding. Coincidentally, these activities have been linked to poor performance of the learners at the primary school level (County Education Office, 2019). Consequently, the choice for this location was largely due to the continued underperformance in English Language (Turkana Central Sub-County Education Office, 2019). The researcher was familiar with the area, hence, had good experience of the terrains and harsh environment in the region.

### 3.5 Target Population

The target population encompasses grouping of elements with similar traits to which the researcher aims to study (Mugenda & Mugenda, 2003). The target population of this study was the 23 public primary schools in Kalokol Ward. The study was interested in establishing how school-based factors influence KCPE English language performance in public primary schools in Kalokol Ward, Turkana Central Sub-County, Kenya. In that connection, the units of analysis were the public primary schools in Kalokol Ward, while the units of observation were the 23 primary school head-teachers and 90 English teachers in the 23 primary schools and 585 standard seven pupils, making a total target population to be 714 as indicated on Table 3.1.

**Table 3. 1**

***Units of Observation***

Respondents	Numbers
Head-teachers	23
English language teachers	90
Standard 7 pupils	585
Total	698

Sources: Turkana County Education Office (2019)

The standard seven pupils were considered resourceful considering that they had undergone leaning of English Language for six years and were preparing to go to standard eight where they were to sit for national examinations. They were therefore better placed to answer questions regarding teaching resources and other aspects concerning the English language performance. The English language teachers were regarded central to this study as they provided information on their teaching load, availability of resources for teaching

the English language. They also better placed to providing information regarding the head-teacher's supervisory role with a view to ascertain the monitoring of the English curriculum implementation. The questions posed to teachers further enabled the researcher to establish the attitude of teachers and determine the extent to which it was affecting the English Language performance. The head teachers were critical in this study because their leadership practices affect the academic performance in the school.

### **3.6 Sample Size and Sampling Techniques**

A sample refers to the sub-population that the researcher uses to represent the whole target population (Mugenda & Mugenda, 2003). According to Burns and Groove (2001) sampling encompasses selection of a group of people, events or behaviour that the study consider as the unit of observations. Since the public primary schools in Kalokol Ward were few, all of them participated in the study. Consequently, all the 23 head-teachers were included in the study. A total 23 learners were considered sufficient for a focussed group interview, where one learner from class seven pupils was selected to participate in the study. To compute the sample size for the teachers, the sample size determination table developed by Krejcie and Morgan (1970) was adopted resulting to a total of 73 English language teachers. Table 3.2 indicates the sample size in relation to the target population.

**Table 3. 2**

***Sample Size in Relation to the Target Population***

<b>Respondents</b>	<b>Target Population</b>	<b>Sample Size</b>
Head-teachers	23	23
English language teachers	90	73
Standard 7 pupils	585	23
Total	698	101

A proportionate simple random sampling technique was used to select the teachers from the five public primary schools. Further, a simple random sampling technique was applied in selecting one learner from each of the 23 public primary schools.

### **3.7 Research Instruments**

Data was collected through questionnaires, interview schedule, document analysis schedule, and focused group interview. The interview schedule was used on the head-teachers and a questionnaire for the English Language teachers. Questionnaires were used because they are economical to use in terms of time and finances, especially of relatively large number of respondents. They are also suitable because they give the respondents freedom to give their opinions besides giving responses that are relatively easy to quantify and analyze during the data analysis process. Moreover, use of questionnaires allowed respondents to fill in the required data during at their place convenience and time. The use of the questionnaire made it easy to compare responses from various respondents.

Questionnaire will comprise of close-ended questions which will be in a Likert scale format ranging from 1 to 5. The questions in the questionnaire were arranged into sections under the main variables of the study. The literature reviewed in chapter two and the conceptual framework informed the process of coming up with specific questions. Section A covers the general information on the profile of the respondents, while section B, C, and D had items on the independent variables of the study as teaching load, instructional resources and the head-teacher supervisory role, respectively. This is followed by section E which comprised of questions on the teacher's attitudes towards English language as a moderator and lastly, Section F covers the dependent variable' KCPE English Language performance.

An interview schedule was used to solicit data from the head-teachers in the primary schools. The study utilized an interview schedule to collect quantitative data which enabled the researcher to ask the main questions and then supplementary questions, and sought for additional clarification on the responses given. In the interview, it was the responsibility of the respondent to provide information verbally, whereas the researcher recorded the given information by writing on a noted book and also recorded using an electronic device. An example of an interview schedule for this study is provided in appendix III.

Moreover, document analysis schedule was created to facilitate collecting of data from critical educational documents such as mark books, schemes of work, and records of work, lesson notes and lesson plans. This was specifically done by the researcher using a structured close-ended document analysis schedule. An example of a document analysis schedule is provided in appendix IV.

Lastly, a focused group interview was conducted with learners. This enabled the study to have the views from learners regarding the institutional based factors that were affecting the KCPE English language performance. A focused group interview with leading question is provided in appendix V. Other questions were probed depending on responses gotten from learners.

### **3.8 Piloting of Research Instruments**

Piloting is a process of testing research instruments on a small number of respondents to determine their feasibility and accuracy to improve the quality of data collection instruments (Bryman, 2012). In this study, pre-testing of questionnaires was done in Kerio Ward in Turkana County which has similar social-economic environment and characteristics. The piloting was specifically done in Kawalase and Lodwar primary



schools from central ward, where two head teachers were interviewed and 5 English teachers participated in the pre-test. This constituted a total of seven respondents. The responses given enabled the researcher to modify the instruments where necessary or even to discard the irrelevant ones. Moreover, through piloting, the researcher was able to validate the data as well as checking language used in the instruments.

### **3.8.1 Validity of Research Instruments**

Validity is defined as the accuracy, usefulness and meaningfulness of inferences that can be drawn from the research results (Golafsheni, 2005). In order to check content validity, the researcher sought expert opinions from the supervisors and other experts to assess whether the instrument items adequately covered or represent the stated objectives. The filled questionnaires during pre-testing were resourceful in the checking of clarity of the instruments. This contributed immensely to the face validity of the instruments. Expert judgment enabled the researcher to assess the construct validity of the instruments. The literature reviewed in chapter two together with the conceptual framework helped to ensure that critical features were covered exhaustively in the questionnaire. This helped to achieve content validity.

### **3.8.2 Reliability of Research Instruments**

Reliability is the degree to which a research instrument produces consistent results (Mohajan, 2017). It is a measure of the accuracy of research instruments. It is often used to assess the reliability of questionnaires and interview guides. An instrument is considered to be reliable when it is able to elicit the same responses each time it is administered on the same subjects under the same conditions. To obtain data to assess the reliability, the

instruments were administered twice at two weeks interval. The two sets of the responses were then scored and correlated using the Pearson moments correlation method. This gave the level of association (correlation index) between the two administrations. The index obtained was a measure of consistency. According to Mugenda and Mugenda (2003), for the instruments to be reliable and consistent, the correlation index between the two administrations should be  $\geq 0.70$ . For the interview schedule, the interrater association was checked to assess the level of reliability. The document analysis schedule sentiments were well structured while the consultations with the supervisor further helped to enhance their reliability too.

### **3.9 Data Collection Procedures**

The study was conducted in Kalokol Ward in Turkana County. The researcher first requested for a letter of introduction from Kenya Methodist University introducing him as a bona fide learner at that institution. The researcher needed that letter to assist him to apply for a research permit from the National Commission for Science, Technology and Innovation (NACOSTI). The researcher then used the permit to obtain permission from the Sub-County Director of Education to authorize him visit the sampled schools for data collection purposes. Once permission was granted, the researcher personally visited all the five primary schools in Kalokol Ward; met the head teachers for introduction and then made arrangements on when to visit the respective schools for data collection purposes through the administration of the questionnaires, interviews and focused group discussions. Teachers in the sampled schools were briefed on the aims of the study and what was expected of them. On finalizing administrative arrangements, the researcher proceeded to

administer the instruments. On the agreed dates, while on the ground, the sampled respondents were approached courteously and after introduction, the researcher explained the significance of the study and requested them to voluntarily participate in the exercise. English Language Teachers were issued with the questionnaires. All filled questionnaires were picked immediately or collected later as agreed, with the individual teachers. The collected questionnaires were numbered chronologically.

For the interview schedule, the researcher had a face to face dialogue with the head-teacher as guided by pre-set questions for the interviewing schedule (Appendix III). The responses from head teachers were written down in a note book and supplementary electronic recording carried out with the interviewee's consent. At the end of the interview, the respondents were recognized through appreciation with concluding words of thanks.

Consent to involve standard seven learners in a focused group interview was sought from the respective head teachers. There were two separate group interviews although the questions were similar. Arrangement was made for the identified learners to meet in two separate primary schools that is centrally located for proximity and mobility convenience of learners. The permission to use the two venues was sought from the concerned head teachers. The researcher met the cost of mobility and facilitation. The researcher coordinated the discussion. In addition, one research assistant was engaged to help in recording the deliberations using a mobile devices and a note book where deemed appropriate. The identified research assistant was trained in advance on how to do the recording. The researcher ensured that the discussion did not exceed one hour. The lead

question for discussion was read by the researcher who also moderated the time and direction of the conversations.

### **3.10 Data Analysis Procedures**

Data analysis refers to a variety of activities and processes that a researcher administers to make certain decisions regarding the data collected from the field, in order to get meaning and be able to explain various features from raw materials (Mbweza, 2009). The chronologically serialized and numbered questionnaires were checked for completeness. After this clean up activity, data were systematically entered into Statistical Package for Social Sciences (SPSS) version 24 computer software for statistical analysis, after which, descriptive statistics were computed for the questionnaires data. Specific descriptive statistics used were mean, percentages and standard deviations. Correlation and regression analysis were also used to test the hypotheses of the study. Appropriate diagnostic tests for assumptions of regression analysis were carried out, accordingly.

Qualitative data from interview and FGD were first be organized into themes and categories for analysis purposes, while the quantifiable information gotten from document analysis were coded and categorized into distinct categories and themes. Interview notes and the FGD information was transcribed to yield qualitative data which was organized according to the identified themes. The findings were presented using descriptive tables and narratives.

### **3.11 Ethical Considerations**

Orodho (2009) highlights ethical concerns that ought to be adhered to before embarking on research. Orodho argues that a researcher must put in place appropriate strategies to persuade respondents to co-operate and be assured of protection of their rights. The researcher sought introduction letter from Kenya Methodist University, which was used to apply a research permit from the National Commission for Science Technology and Innovation (NACOSTI). This study respected the fact that head-teachers of schools reserved rights of allowing their schools to participate in the study. Consent to provide data sought by this study was also sought from all the English language teachers. The consent was requested through a cover letter which accompanied the research instruments (See appendix I). The nature and purpose of the research was explained to the respondents by the researcher to allay any fears of any ulterior motives other than academic research.

The identity of subjects from whom information was obtained was concealed in the course of the study and data was treated with confidentiality. In addition, the respondents were not required to disclose their names on the data collection instruments or any other way. The participants were allowed to complete the questionnaire at convenient times and places. The filled questionnaire were picked back during the time agreed upon between the respondent and the researcher. The responses obtained from respondents were not shared with any other persons except for data analysis purposes. Great care were taken to ensure honesty during data analysis and report writing. Lastly, all the literature consulted when carrying out this study and compiling of the final report were acknowledged and referenced using the 7<sup>th</sup> edition of American Psychological Association Publication Manual.

## **CHAPTER FOUR**

### **RESULTS AND DISCUSSION**

#### **4.1 Introduction**

This chapter provides the findings and discussion of the results of the study. The presentation of the results and discussion has been organized according to themes derived from the main variables of the study. The study had four research objectives which were implemented with a purpose of assessing how the school-based factors influence pupils' KCPE English language performance in public primary schools in Kalokol Ward, Turkana Central Sub-County, Turkana County in Kenya. For each key variable of the study, the descriptive results are presented first and are integrated with the qualitative data which were gathered through interviews and from the focused group discussions. The findings on diagnostic tests are then presented before the results of correlation analysis and regression analysis to ascertain the choice the statistical technique. Both the correlation and regression analysis were used to test the research hypothesis and the overall model of the study. The chapter concludes by presenting the findings on the moderation effect of the English teachers' attitudes. The findings reported in this chapter were discussed and integrated appropriately with reference to the empirical literature and theories that guided this study. The chapter begins by presenting the findings on reliability and response rates, followed by the results on background information on the respondents.

## 4.2 Reliability Test Results

Before the data were subjected to analysis, reliability of the same was determined. The aim was to check for their fitness and dependability in the analysis. This was done by computing the Cronbach's Alpha coefficients of each key variable of the study. The results of the reliability test are presented in Table 4.1.

**Table 4. 1**

*Reliability result on main constructs of the study*

Main constructs of the study	Cronbach's Alpha
- Teaching load ( $X_1$ )	0.830
- Instructional resources ( $X_2$ )	0.763
- Head-teacher's supervisory ( $X_3$ )	0.919
- Teachers' attitude (Moderator)	0.912
- Performance of KCPE English language (Y)	0.829

The findings in Table 4.1 indicate that the Cronbach's coefficients for each key variable of the study was more than 0.7, ( $\alpha > 0.700$ ). A reliability coefficient that is above 0.7 is good and indicate that data is dependable and can, hence, be used in the analysis (Yin, 2017).

## 4.3 Response Rate

A total of 73 questionnaires had been distributed to the English teachers of public primary schools in Kalokol Ward, Turkana County, Kenya, out of which, 56 questionnaires were returned. Out of the 56 returned questionnaires, three were excluded from the analysis due to incomplete responses noted during data clean-up. Therefore, out of the returned questionnaires, 53 were found valid and were included in the analysis. The valid questionnaires (53) represented a response rate of 72.6%. The other category of respondents in this study was the head teachers. Fifteen out of the twenty three head

teachers, (65.2%) were available and interviewed accordingly. As for the Focus Group Discussion (FGD), the study had identified twenty three (23) pupils; one learner from each sampled public primary school, but three did not turn up for FGD due to logistic problems. The twenty pupils who turned up for FGD (80%) were put in two groups, each containing 10 pupils. The FGD of the two groups took place on separate days and in two different locations. This enabled for an effective moderation of the discussion by the researcher. The overall response rate was therefore 76%. The good response rate was attributed to good prior planning and cooperation from the sampled public primary schools.

#### **4.4 Demographic Characteristics of Respondents**

The researcher was interested in the background information of the respondents which revealed the characteristics that informed the understanding of results of the study. The particular background information gathered included gender, qualifications, and teaching experience. Considering the African culture, which has clear roles for each gender, it was paramount to establish the gender of an English teacher to inform the underlying attitude and help in understanding the extent to which the same affected the KCPE English language performance in public primary schools in Kalokol Ward, Turkana Central Sub-County. The analyzed information indicated that female English teachers, 34 (64.2%) were more than the male teachers 19 (35.8%). Similar findings on imbalance of male to female English teachers in public primary schools had also been reported in previous studies by Ngeru, (2015), Ndungu (2016) and Simba (2019). Most scholars such as Simba (2019) and Ndungu (2016) attributed the gender imbalance among English teachers of primary school to attitudinal and perception factors female teachers had towards English language. In contrast were the findings of Wanda (2016) who noted that male teachers were more than



the female teachers in Homabay County and inferred this to the aspects of gender imbalance, early pregnancies and poverty levels that made girls not finish primary schools and progress further academically.

A question on the minimum qualifications of an English teacher was posed to the respondents to help in understanding the dynamics of teaching the English Language. The findings are shown in Table 4.2.

**Table 4. 2**

*Highest qualification of primary school teachers in Kalokol Ward, Turkana County*

Highest qualification of a teacher	Frequency	Percent
- P1 Certificate	41	77.4
- Diploma	6	11.3
- B. Ed.	6	11.3
Total	53	100.0

The results show that 41 (77.4%) English teachers in public primary schools in Kalokol Ward, Turkana County had a P1 Certificate. Six (11.3%) had Diploma qualification, while another six (11.3%) had Bachelor degree in Education. This indicates that the English teachers had minimum qualifications (P1 Certificate) that is required of a teacher in primary schools in Kenya. The fact that 11.3% of the English teachers in public primary schools in Kalokol Ward, Turkana County had a bachelor's degree, indicates professional development initiative, which is expected to enhance their performance in teaching. These findings concur with those reported by Wanda (2016) who observed that primary school teachers met the set minimum professional qualifications which was PI certificate. Furthermore, Simba, Wanda and Ndungu reported that majority of the English teachers

had diploma and undergraduate qualifications. This stamps that the in-service development initiatives stressed by the TSC, had warmly been embraced.

The study further sought to establish the length of teaching experience of the English teachers. This was significant in determining the relevance and objectivity of responses regarding the teaching load, instructional resources, teacher's attitude, and on pupils' performance. The findings on the teaching experience of English teachers from Kalokol Ward, Turkana County is presented in Table 4.3.

**Table 4. 3**

*Teaching experience of English teachers in public primary schools*

	Frequency	Percent
- Less than one year	2	3.8
- Between 1- 5 years	16	30.2
- Between 6-10 years	23	43.4
- Between 11-15 years	9	17.0
- Between 16- 20 years	2	3.8
- Over 20 years	1	1.9
Total	53	100.0

According to the results in Table 4.3, most English teachers in public primary schools in Kalokol Ward, Turkana County, 18 (37%) had less than six and ten years; 9 (17%) had served between eleven and fifteen years; while, 2 (3.8%) had between 16 and twenty years of teaching experience. Only 16 (30.2%) had between one and five years of teaching experience. It is clear from the results that the majority of English teachers, 35(66.1%) had worked from 6 years and above. The findings show that the English teachers had sufficient teaching experience. Their accumulated teaching experience was critical in providing

mastery of the English language and would fathom effective teaching practices for better KCPE English language performance. Therefore, the opinions of the English teachers on all variables of the study were informative, relevant and reliable. An almost similar pattern of experience was noted in Asiago (2019) studies that teachers were versed with reliable teaching experience in the field, hence, were in a better position to unveil their views on attitudes, resources, leadership, writing, reading, listening and speaking skills of their learners.

#### **4.5 Pupils' KCPE Performance in the English Language**

This study focused on the learner's aspect of academic performance in the KCPE English language. In that connection, the pupils' KCPE performance in English language was the dependent variable in this study. In assessing this variable, the performance index was computed using the results of the national examinations as supported by Goldstone (2016), Song and Le (2015); and Sullivan et al (2013). The performance of English language in KCPE was therefore assessed by computing the medium, mode and mean performance scores for the last 5 years (2016 to 2020). The findings are presented in Table 4.4.

**Table 4. 4***KCPE English Language performance in public primary schools in Kalokol Ward*

Year	KCPE English Language performance in public primary schools in Kalokol Ward, Turkana County, 2016 - 2020					
	2020	2019	2018	2017	2016	Average
Mean	42.04	42.05	39.87	42.85	43.27	42.016
Median	42.04	39.8	39.32	42.71	42.71	42.04
Mode	44	39	37 <sup>a</sup>	40 <sup>a</sup>	40	40
Std. Deviation	7.442	8.208	5.385	4.611	5.103	6.1498

The results in Table 4.4 show that the KCPE English language performance in public primary schools in Kalokol Ward has been below 50% (average mean score is 42.016). There has been a slight decline in the mean performance scores in the English language for the last four years (2017, 2018, 2019 and 2020), where the mean value dropped to 42.04 in 2020 from 42.85 in 2017. The highest KCPE English language performance score ever realized for the 5 years was 43.27 in 2016, while the lowest was 39.87 in 2018. The results also show a substantial standard deviation from the mean values each year, where the highest deviation was 8.208 noted in 2019, while the lowest was 4.611 in 2017. This kind of standard deviation is generally high and shows variation in the KCPE English language performance across different public primary schools in Kalokol Ward. These findings show the average performance from the 5 public primary schools that participated in the study. They, however, corroborated well with the average performance of all the 23 public primary schools in the entire Kalokol Ward (see Table 1.1 in chapter one).

The findings show that the KCPE English language performance in public primary schools in Kalokol Ward has been averagely static with a mean value around 42 and a mode of 40 in the majority of the schools. The observed decline in KCPE English language performance from 2017 to 2020, is an issue of concern, and indicates an indispensable need to address the trend. Similar disparities were evident in the observations by Ndungu (2016), Chepsiror (2020), Wandera et al. (2019) and Omwenga and Nyamwaya (2021) who reported that English mean score for class eight pupils ranged between 40- 44. The poor performance suggested to have resulted from the eminent use of mother tongue during social interactions, few hardworking and teachers, big teacher-student ratios, inadequate infrastructure and teaching materials. When the English language teachers were asked to comment on the impressiveness of the pupils' KCPE English language performance, 28(52.9%) indicated that they were impressed to a small extent, 16(30.2%) were moderately impressive, while only 9(16.9%) were impressed to a large extent.

In Kenya, the pupil's KCPE English language performance is very significant due to its implications on other subjects. Notably, all examinable subjects except Kiswahili are written in English language, hence, good mastery of this language facilitate better understanding of the questions in the examination. The good performance is also used as a proof of competence, understanding, skill, literacy, and can also be used as a quantifier of mental ability and elasticity (Goldstone, 2016; Al-Zoubi & Younes, 2015; Rea-dickins, 2009; Murunga, 2019).

Apart from the declining performance in pupils' KCPE English language, the results in Table 4.4 show that there is also observable performance variation across different public primary schools within the Kalokol Ward in Turkana Central Sub-County. The presence of observable variations, substantiate the reasons why the school-based factors were investigated in this study. This is in consideration that the English language teachers usually undergo similar training, while the learners' population is homogenous in terms of geo-social dynamics. The results further show a need to identify reasons that led to this dismal performance in KCPE English language in order to avert the trend.

The pupils' Focused Group Discussion (FGD) explored the possible reasons for poor performance in KCPE English language. Similarly, an open ended question was posed to the English teachers with a view to identifying reasons for the declining performance in KCPE English language in public primary schools in Kalokol Ward in Turkana Central Sub-County. Over twenty responses were received which were thematically narrowed to poor teaching methods and strategies; inadequate learning resources and supplementary information materials; shortage of teachers, failure of learners to practice speaking English outside the classroom, the use of mother tongue in the school, and poor supervision by the head teachers.

When asked to suggest solutions to the above challenges, the teachers through an open-ended question, the head teachers through interview, and learners through focused group discussion– all provided numerous suggestions for addressing the poor performance in KCPE English language. The suggestions were deeply interrogated using the thematic analysis technique, where five solutions were categorized as employer-based, management

/ administrative-based, learners-based, teacher-based solution, and policy based. Since the study had no pre-conceived themes, the categories noted herein were noted as probable deduced solutions whose implications are discussed hereafter.

Employer-based solutions, that is, the employment of more teachers in public primary schools to ease the teaching load. The study noted that inadequate teachers was resulting to extra class loads which eventually was compromising the effectiveness in the teaching delivery. Head teacher number 4 complained, *“There has been regular transfers of teachers which is mostly out of individual requests”*. Reasons for transfer requests were different although the hardship in this geo-nomadic areas accounted for big percentage as noted by the head teacher number 5. This was noted to have impacted the teaching load since the remaining teachers had to take up extra loads to bridge the gap. The resulting scenario has potential to negatively affect the pupils’ performance in various subjects including the English language. However, the solutions is to employ more teachers. According to Chepsiror (2020), Wanjiru and Orodho (2014), Wairimu (2015), Wanjiru (2020) and Jacobson (2016), adequate teachers is essential to quality teaching. This was particularly critical to the English subject which is much involving in terms of composition writing and grammar. The issues of inadequate teachers stood out, hence, experienced more burnouts which led to their resignation and transfers (Jacobson, 2016). The transfer was affecting the remaining teachers who were usually forced to take extra teaching loads. Findings were agreeing with the claims of Dewey et al. (1998) in the input output theory that the more the input, the better the results, hence, a greater concern was observed that there was need for employment of more teachers.

Management / administrative-based solutions where respondents indicated that a library needed to be established in each public primary school, and equip it with adequate teaching and learning resources (print and digital information resources). The library should also have numerous story books targeting different classes in primary school. The adequacy or learning facility such as the library was regarded in critical in fostering good academic performance, hence, the schools should, as part of supervisory role, the head teachers should also institute regular monitoring systems to supervise the teaching of the English language in the school. Chepsiror (2020), Ndungu (2016), Wanjiru (2020), Wairimu (2015) and Wanjiru and Orodho (2014) reported adequate teaching and learning materials, infrastructure, human resources and head-teacher supervisory roles were tenets for achieving high performance among primary school learners. The inferences also concurred with the situation in the developed nations (Jacobson, 2016) where high burnouts of teachers resulting from much teaching loads influenced learners performance hence employment of more qualified teachers was highly recommended. The current study underscored the adopted input output theory (Dewey et al. 1998) that the more the inputs (information resources, physical facilities and human resources), the better the output (performance of learners).

Another suggestion noted was learners-based solutions. The specific ones revolved around need to ensure pupils speak and write in English; read many story books, practice writing composition, and answering English language questions for development of requisite competency. Water tight ideas were also observed in Simba (2019) and Omwenga and Nyamwaya (2021) findings who noted that learners had a responsibility to fulfil if English language performance was to be achieved. This was because pupils were lost in the mother



tongue use which oscillated the lag in performance, hence, a language policy, four days speaking in English and weekly composition writing were deemed necessary for good English communication, writing and learning.

Respondents further identified the central role played by English language teachers in improving pupils' KCPE English language performance, hence the teacher-based solution. The teacher-based solution comprise activities such as building learners' positive attitude towards the English language by impacting English language skills in lower classes, adhering to the guidelines given in teaching the English language, covering English syllabus on time, giving learners several regular assessments and revision questions; and adapting appropriate teaching methods and strategies, for example, the learner-centered methods and group work in teaching the English language. This was consistent with the observations by Chipsiror (2020), Waweru (2016) Ndungu (2016) and Wandera et al. (2019) that appropriate and a variety of teaching techniques, regular examining, good teacher-student rapport and teacher friendliness contributed to entrenching of positive attitudes and liking of English among pupils. The ideal role of a teacher in terms of instilling positive attitudes for good KCPE language performance stood out in the adopted theory (input output theory) hence, emphasizes, in informing the hypothesized teacher attitudes.

The other solution was policy issue where suggestions were made on the need to adjust the time allocated for composition writing from 40 to 50 minutes, and a directive on allocating a moderate loading to the English language teachers to allow them sufficient time to mark composition exercises. In addition, the English teachers noted the need for the Ministry of

Education to standardize course books and supplementary materials for teaching the English language in primary schools. This was consistent with Lichodi (2015) and Kurgatt and Omuna (2016) inferences in whose it was found that English teachers faced both extremely large work load and inadequate teaching resources hence, recommended the employment of more teachers so as enable them mark the learners' work within the stipulated time and the sourcing of a variety of multimedia story books and composition writing books for good language grasp. Alternative findings were reiterated by Kyambi (2019) that the TSC allow formative evaluation techniques in examining learners other than administering and marking exams, a factor that could relieve them their work load and on the other hand, motivation be used as a strategy to ease off heavy work loaded teachers.

#### **4.6 Teaching Load of English Teachers and the Pupils' KCPE English Performance**

The first objective was on teaching load which had various indicators. The specific aspects investigated in this variable included the class size, teaching work load, adequacy of the English teachers, the responsibilities of an English teacher such as being a class-teacher, marking compositions, games patron among others. Other aspects were about finding out the implications of the total number of lessons handled and ascertaining the coping issues related with teaching work load such as stress, interferences, and inability to balance teaching responsibilities. The purpose was to understand how the teaching load of English teachers implicated on the pupils' KCPE English language performance in Kalokol Ward, Turkana Central Sub- County in Turkana County. The sentiments for this latent variable were measured using 5-level Likert scale. The findings were summarized and presented in Table 4.5.

**Table 4. 5***Descriptive results on teaching load and pupils' KCPE English language performance*

Statements on teaching work load (N = 53)	VSE(1)	SE(2)	ME(3)	LE(4)	VLE(5)	Mean	Std. Deviation
a) I am not able to balance my attention on all subjects that I teach	3(5.7%)	1(1.9%)	12(22.6%)	19(35.8%)	18(34%)	3.91	1.079
b) English teachers are not enough, therefore, I strain delivering and teaching other classes apart from the candidates	1(1.9%)	4(7.5%)	13(24.5%)	18(34%)	17(32.1%)	3.87	1.020
c) The teaching work load including the class-teacher's responsibilities are too much for me	3(5.7%)	5(9.4%)	12(22.6%)	16(30.2%)	17(32.1%)	3.74	1.179
d) The class size is not manageable	2(3.8%)	1(1.9%)	22(41.5%)	13(24.5%)	15(28.3%)	3.72	1.026
e) I handle my teaching load with stress	4(7.5%)	5(9.4%)	12(22.6%)	13(24.5%)	19(35.8%)	3.72	1.262
f) High teacher's load leads to teachers ineffectiveness	5(9.4%)	2(3.8%)	13(24.5%)	17(32.1%)	16(30.2%)	3.70	1.218
g) The number of lessons I need to attend to are too much for me	6(11.3%)	6(11.3%)	12(22.6%)	19(35.8%)	10(18.9%)	3.40	1.246
h) The work load including marking compositions and other classroom exercises are too much for me	8(15.1%)	5(9.4%)	12(22.6%)	19(35.8%)	9(17%)	3.30	1.295
i) My teaching load interferes with the attention that I provide to each pupils	7(13.2%)	8(15.1%)	18(34%)	8(15.1%)	12(22.6%)	3.19	1.316

The findings in Table 4.5 show how the majority of the English teachers responded in affirmative to all the sentiments which were used to measure the teaching load (the overall mean value was 3.62 and a standard deviation was approximately 1. The sentiments that had the highest frequencies were: I am not able to balance my attention on all subjects that I teach, 19(35.8%) indicated large extent while 18(34%) to a very large extent. English teachers are not enough, therefore I strain delivering and teaching other classes 18(34%) indicated large extent while 17(32.1%) to a very large extent. and the teaching work load including the class-teacher's responsibilities are too much for me 16(30.2%) indicated large extent while 17(32.1%) to a very large extent. Their mean values were 3.91, 3.87, and 3.74, respectively. The sentiments with low mean value were; the work load including marking compositions and other classroom exercises are too much for me, where 12(22.6%) indicated to a small extent (mean = 3.30), and my teaching load interferes with the attention that I provide to each pupils in class; 18(34%) indicated to a small extent (mean = 3.13).

In an open-ended question, most teachers admitted that they do not have enough time to attend to each pupil's learning needs owing to high teaching workload. One teacher wrote, *"It is hard to have individualized attention for each learner due to many lessons that I have within a day coupled with other responsibilities that are assigned to me by the head teacher"*. A sizeable percentage of teachers said that they hardly finish the English language syllabus, as a result of high teaching workload at their schools. The head teacher number one said, *"Teachers are fully occupied, hence, lack the time to research new ways of teaching the English language"*. The responses from the head teachers agreed with information gathered from the English teachers. A closely related question asked the

teachers to indicate the total number of lessons one handles per week, including the English lessons. Table 4.6 provides a clear picture.

**Table 4. 6**

*Lessons handled per week by an English teacher in Kalokol Ward*

Total number of English lessons handled per week	Frequency	Percent	Total lessons handled per week	Frequency	Percent
2 - 4	4	7.5	13 - 17	3	5.7
5 - 6	9	17.0	18 - 22	4	7.5
7 - 8	24	45.3	23 - 27	4	7.5
9 - 10	1	1.9	28 and above	42	79.2
11 - 12	8	15.1	Total	53	100.0
Above 12	7	13.2			
Total	53	100.0			

According to the information in Table 4.6, the majority English teachers, 24 (45.3%) handle between 7 and 8 English language lessons per week. The same English teacher teaches other subjects in the school. Consequently, most English teachers, 42 (79.2%) handle from 28 and above total lessons per week. These findings confirm that the English teachers have high teaching workload in public primary schools in Kalokol Ward, Turkana Central Sub- County in Turkana County.

The overall results show that the teaching load of English teachers in public primary schools was indeed a problem and had notable implications on the effectiveness of delivering quality teaching. As noted in the results, if the teaching workload is high, it becomes unmanageable and stressful due to strain of handling many lessons (Dalail, Fook & Sidhu, 2017). Consequently, the English teacher is not able to balance the attention on

all subjects that one teaches, while the attention given to an individual pupil is reduced to a great extent (Sigunyu, 2020). Ultimately, the teacher's effectiveness in marking compositions and classroom exercises is affected negatively, considering the same teacher has other key responsibilities such as being in charge of a class, games and other tasks that might be given in the school by the head teacher (Kyambi, et al., 2019). When these issues arise, the pupils suffer due to lack of guidance, hence, the poor English language performance in KCPE examinations. To competently and effectively learn the English language in primary schools, the pupil requires a lot of attention and individual guidance, without which, one would hardly master the requisite skills and knowledge; hence, poor performance in examinations.

It is expedient to note that the national examinations are highly regulated, standardized and syllabus-comprehensive, and therefore, a learner requires to be adequately prepared to pass. The class exercises and compositions writing are therefore, necessary in building the mastery and creativity in using the English language (Sigunyu, 2020). However, in an open-ended question, the English teachers complained about not having adequate time to guide pupils on the same. Chepsiror (2020) confirmed that teachers were overwhelmed by workload and had less interactions with learners. Due to teaching of 21-30 lessons per week and the large teacher-student ratio, majority of teachers were strained and could not effectively manage their lessons. This negatively affected education quality due to limited teacher-student interactions. According to Imbahala et al. (2019), the TSC, needs to employ more teachers to improve the students-teacher ratio to the recommended ratio as this would lead to improvement quality of education. It would also reduce the funds spent by BoM in recruiting temporary teachers and these funds could be used to finance other aspects such

as infrastructural developments that would enhance education quality. The fund could also be used to recruit other critical support staff such as school librarians.

In an open-ended question, the study sought solutions to mitigate the teaching load menace in public primary schools in Kalokol Ward, Turkana Central Sub- County in Turkana County. Views were sought from pupils in a focused group discussion, the head teachers during interview, and from the English language teachers in an open-ended question. Numerous suggestions were noted, which were thematically analyzed and finally were categorized into five broad solutions. These were: The head teachers to allocate the English teachers less teaching workload to allow them sufficient time for marking compositions and guiding weak pupils. Teachers indicated a need for double lessons for English language in the school teaching timetable. The second focused group discussion recommended special remedial programmes in the school, while the first group underscored the weekend teaching programmes to foster language development competencies. Working on weekends, implied going extra mile by teachers, especially for upper classes. This would require the head teacher to come up with methods of motivating the teachers. One head teacher however, noted that such programmes are outlawed in Kenya.

The Teachers Service Commission (TSC) should consider employing more teachers. The alternative to this was for the head teacher to engage BOM teachers to handle the additional teaching loads in the short run. The head teachers pointed the need for team teaching considering that English language is everyone's concern. The study noted that the hiring of more English teachers will enable the head teachers to split the English lesson into two; that is, the English grammar and composition, which should be handled by different

teachers. This would not only facilitate timely completion of syllabus, but would enhance mastery of skills and practice. Findings were consistent with the previous observations of Odhiambo (2021) who noted that primary school teachers were overstraining and therefore, called upon TSC to employ more teachers for easing up the teaching load while enabling achieve quality teaching, mastery and practice given the balanced student teacher ratio. Alternatively, it was recommended that BoM teachers be employed to fill up the gap. This had cost implications on the primary school itself. Moreover, the aspect of employing more teachers with the aim of relieving the available teacher's workload, hence, would be better at offering English language teaching, was consistent with the Dewey et al. (1998) input output theory superposition.

#### **4.7 Instructional Resources and the Pupils' KCPE English Performance**

The second objective in this study was on the instructional resources. The researcher wanted to understand how instructional resources on English affected the pupils KCPE English language performance in Kalokol Ward, Turkana Central Sub-County in Turkana County. This variable focused on aspects such as availability, variety, usage of instructional resources, and their implications on teaching. The study also sought to establish availability of a purpose-built library in public primary schools in Kalokol Ward. The instructional resources was a latent variable, meaning that, the several sentiments were provided to measure it, because it. This was because it was difficult to measure instructional resources in a single aspect, hence, various sentiments were posed to respondents who were required to indicate their responses in a 5-level Likert scale where, VSE (1) represented to a very small extent, SE (2) to a small extent, ME (3) to a moderate extent, LE (4) to large extent,



and VLE (5) to a very large extent. The findings were summarized and presented in descending order of the mean values of each sentiment as shown in Table 4.7.

**Table 4. 7***Descriptive results on instructional resources and pupils' KCPE English language performance*

Statements on teaching and instructional resources (N = 53)	VSE(1)	SE(2)	ME(3)	LE(4)	VLE(5)	Mean	Std. Deviation
a) Availability of teaching and learning resources, improves the effectiveness of teaching English language in our school.	4(7.5%)	1(1.9%)	9(17%)	14(26.4%)	25(47.2%)	4.04	1.192
b) Use of variety of learning/teaching resources stimulates pupils' mastery of English language.	4(7.5%)	0(0%)	10(18.9%)	23(43.4%)	16(30.2%)	3.96	.898
c) Presence of learning resources has built interest in learning of English in our school and this causes a shift in the pupils performance in KCPE examinations	5(9.4%)	0(0%)	16(30.2%)	19(35.8%)	13(24.5%)	3.75	.939
d) The school has a variety of print instructional resources for English language	5(9.4%)	17(32.1%)	20(37.7%)	10(18.9%)	1(1.9%)	2.72	.948
e) The school has a variety of story books	13(24.5%)	14(26.4%)	13(24.5%)	9(17%)	4(7.5%)	2.57	1.248
f) The school has a purpose-built library that through its services, there is a notable impact on the pupils performance in the KCPE examinations	18(34%)	21(39.6%)	7(13.2%)	5(9.4%)	2(28.3%)	2.09	1.097
g) The school has a variety of digital information resources , multimedia, story books and a radio for listening to English stories	18(34%)	21(39.6%)	7(13.2%)	5(9.4%)	2(28.3%)	2.09	1.097
h) The school has a variety of multimedia on English series	18(34%)	21(39.6%)	7(13.2%)	5(9.4%)	2(28.3%)	2.09	1.097

The first three sentiments which had the highest frequencies [42(79.2%), 41(77.3%), and 40(75.1%)] were about the availability and usage of variety of teaching and learning resources, mean values were 4.04, 3.96 and 3.75 respectively. The three play a critical role in building learners' interest for the English language and further improve the effectiveness of teaching English language in the school. The results in Table 4.7 further show that the school was averagely equipped with a variety of print instructional resources for the English language, where, 20(37.7%) teachers indicated a moderate extent; (mean = 2.72), and had average collection and variety of story books where, 13(24.5%) teachers indicated a moderate extent; (mean = 2.57). The majority of the English teachers did not respond in affirmative that the school had a purpose-built library (mean = 2.09); 21(39.6%) teachers indicated a low extent; the school has a variety of digital information resources, multimedia, story books and a radio for listening to English stories, 21(39.6%) teachers indicated a low extent; (mean = 2.09); and that the school has a variety of multimedia on English series, 21(39.6%) teachers indicated a low extent; (mean = 2.09). The standard deviation of these items was approximately 1, meaning, the responses did not deviate significantly from the mean. This confirm that the mean values portrayed reliable information on the items measured. This indicates a high level of disagreement with the three sentiments.

The findings show that most public primary schools in Kalokol Ward lacked a purpose-built library. It is also clear that the library collections that existed were largely inadequate. The lack of variety of digital information resources, multimedia, story books and a radio for listening English stories, and multimedia on English series. The study by Imbahala et al. (2019) also noted that most rooms designated as libraries lacked basic facilities

including chairs, reading tables and book shelves. Besides, adequate time was not set aside for adequate utilization of library facilities. A library occupies a central position in any school set up and should be up to date with both current and old materials. A well-equipped library promotes good learning and achievement of higher quality of education. School libraries would be considered ineffective if they have inadequate books and if the students had limited time to utilize the books in the library. It therefore goes without saying that a school without a well-equipped library limits the academic achievements of learners and level of exposure to current affairs (Imbahala et al., 2019).

The above discussion shows that, although the availability and usage of variety of teaching and learning resources was very significant in building learners' interest and in fostering effectiveness in the teaching of the English language, most public primary schools in Kalokol Ward suffered due to their inadequacy. Instructional materials including story books are vital for teaching and learning and in their absence, teaching becomes abstract and non-exciting. The significance of instructional materials is usually reflected in the performance of learners (Simba, 2019). The more the teachers use instructional materials, the better the achievement of students; therefore, schools with more and better instructional materials the more they exhibit higher academic performance, unlike those with scarce instructional materials. It is therefore, imperative that schools acquire adequate instructional materials for the benefit of the learners (Tety, 2016).

Modern integrative learning and teaching not only require the availability of information resources but also a variety of the same. The variety include print instructional and learning resources, story books, and multimedia, and digital information resources (Njuguna, 2021).

This is in accordance to Kurgatt and Omuna (2016) observations that primary schools had English textbooks alone, hence, lacked multimedia information resources to help learn English language with ease. Digital information resources and the use of technology in teaching English was considered imperative for high KCPE English language performance. Findings align with the theoretical argument through the notion that the availability of alternative and variety of information resources could lead to better (Dewey et al., 1998), learning which translate to KCPE performance as the output. From the pupils' focused group discussion, there was a general consensus that public primary schools should purchase more story books and supplementary books for English, for example English Mirror. They also mentioned the need for schools to have published composition books to help them learn on application of grammar and creativity in the essays writing.

During the interview session, the head teachers were asked to explain how their schools were coping with the shortages of instructional resources. Although many public primary schools seem to be relying on books provided by the Ministry of Education, there were incidences when head teachers had to buy additional teaching resources. In other situations, the head teachers were involving parents to buy text books for their children, although majority of them were unwilling or could not afford. Head teacher number 5 explained a situation where an English teacher personally improvised supplementary books for teaching English grammar. Majority of head teachers also indicated that their schools had also benefited from story books donation from the Safaricom foundation. The findings show that public primary schools largely rely on books supplied by the Ministry of Education, and donations from well-wishers. Other head teachers involve parents to buy the supplementary books. In other rare cases, the school bought few books to supplement

what is supplied by the ministry, and in other isolated cases, individual English teachers improvised personal copies in teaching English in public primary schools in Kalokol Ward.

The study noted that under free primary school education, the Government of Kenya endeavor to supply free instructional and learning resources. However, head teachers explained some limitations since the government does not supply supplementary books. Head teacher number two explained that the government's capitation for public primary schools is also inadequate, hence, could not be relied upon for purchasing additional supplementary and story books, which are necessary in teaching and learning English. The situation if not addressed has a high propensity to affect the pupil's performance in the KCPE English language.

In an open-ended question, teachers suggested few remedial measures which included building a school library and equipping it with adequate and variety of print and digital information resources. They also recommended need for budgetary increment to public primary schools to enable the schools to purchase supplementary and story books, and other reference information materials, such as, English dictionary and revision information materials for standard eight candidates. It is also good to notice that all information resources need to be taken care of in a school library. Unfortunately, many public primary schools in Kenya lacked a purpose built library as also noted by Ndiku (2016), Rasto (2015) and Mwanasiti (2019). A school library also plays a critical role in fostering a reading culture in the school.

#### **4.8 The Head-teacher's Supervisory Role and the Pupils' KCPE English Performance**

The head-teacher's supervisory role was the third objective which was measured using aspects such as supporting English teachers for professional development, in-service trainings, and allocating money for purchasing instructional resources. Other indicators were provision of clear guidelines, rewards to teachers and feedback to English teachers, supervision of curriculum implementation and provision of friendly and conducive environment. The aim was to understand how head-teacher's supervisory role affected the pupils' KCPE English language performance in Kalokol Ward, Turkana Central Sub-County in Turkana County. The head-teacher's supervisory role was a latent variable and, hence, various sentiments were posed to respondents who were required to indicate their responses in a 5-level Likert scale. The findings were summarized and presented in descending order of the mean values for each sentiment as shown in Table 4.8.

**Table 4. 8***Descriptive results on head-teachers' supervisory role and pupils' KCPE English language performance*

Statements on head-teachers' supervisory role (N = 53)	VSE(1)	SE(2)	ME(3)	LE(4)	VLE(5)	Mean	Std. Deviation
a) The head-teacher is friendly and easy to be consulted by English Language teachers	2(3.8%)	6(11.3%)	12(22.6%)	16(30.2%)	17(32.1%)	3.75	1.142
b) The head-teacher supervises curriculum implementation of the English Language	5(9.4%)	2(3.8%)	16(30.2%)	16(30.2%)	14(26.4%)	3.60	1.198
c) The head-teacher provides feedback to teachers to encourage quick action for better performance in the English language	5(9.4%)	5(9.4%)	10(18.9%)	22(41.1%)	11(20.8%)	3.55	1.202
d) The head-teacher provides clear guidelines to English teachers for better performance in KCPE English language	4(7.5%)	3(5.7%)	18(34%)	17(32.1%)	11(20.8%)	3.53	1.120
e) The head-teacher supports English teachers to attend professional development meetings, workshops and conferences	4(7.5%)	9(17%)	15(28.3%)	17(32.1%)	8(15.1%)	3.30	1.153
f) The head-teacher supports in-service trainings of English teachers	6(11.3%)	12(22.6%)	11(20.8%)	10(18.9%)	14(26.4%)	3.26	1.375
g) The head-teacher provides support by allocating money for purchasing instructional resources for better performance in KCPE English language	9(17%)	5(9.4%)	14(26.4%)	14(26.4%)	11(20.81%)	3.25	1.357
h) The head-teacher provides rewards to teachers whose classes have excelled	12(22.6%)	13(24.5%)	12(22.6%)	14(26.4%)	2(3.8%)	2.64	1.210
i) The head-teacher supports in-service trainings of English teachers	6(11.3%)	12(22.6%)	11(20.8%)	10(18.9%)	14(26.4%)	3.26	1.375



The findings from Table 4.8 indicate that most English teachers described their head-teachers as friendly and easy to be consulted (mean = 3.75). They also agreed that the head-teacher supervises and ensures effective curriculum implementation of the English language, 16(30.2%) indicated large extent while 17(32.1%) very large extent (mean = 3.60); provides feedback to teachers and learners, 16(30.2%) indicated large extent while 14(26.4%) very large extent (mean = 3.55), and also provides clear guidelines to English teachers for better performance in KCPE English language, 22(41.1%) indicated large extent while 11(20.8%) very large extent, (mean = 3.53). The head-teacher's supervisory role was moderately weighty when it came to allocating money for purchasing instructional resources, 14(26.4%) indicated a moderate extent, (mean =3.25). However, it had low extent in rewarding teachers whose classes had excelled in the English language subject 25(47.1%) indicated a low extent, (mean = 2.64). When teachers were asked in a separate question to indicate how often the head-teacher was making follow up to ensure that the required documents enabling English teaching were timely prepared as required; the majority, 29 (54.7%) indicated weekly; 15 (28.3%) said monthly while 9 (17%) was per term.

Table 4.8 shows that 13(24.5%) of the English teachers felt that the rewards received for doing well in English language was to a small extent, while 12(22.6%) was to a very small extent. A quarter of the teachers felt the reward was to a moderate extent. Considering that the medium was 3, it meant that the reward appreciation for the English teachers was largely on the average. This study described the English language as a critical subject that influences the performance of other subjects, hence, the head teachers were tasked to explain how they were recognizing the English language teachers to make them feel

supported. Key rewards that featured in the head teachers' responses were awarding of certificates of excellence, exempting them from other duties in the school, providing monetary rewards, paying for their workshop training annually, and developing a good relationship with the English teachers.

The information gathered during pupils' focused group discussion and the views from the English teachers resulted into few themes which pointed out the actions that head teachers should undertake to strengthen their supervisory role in the teaching of The English language at public primary schools in Kalokol Ward, Turkana Central Sub-County in Turkana County. The measures used to ensure that teachers are not missing any lesson included conducting random checks and visitations to the English classes, liaising with the English teachers for remedial lessons for the weak pupils, and rewarding best performance. Along the same issue, the head-teachers, were asked to explain how they carry out supervision on the teaching of the English language at their schools. Key roles gotten from their responses included personally moving around when classes were in progress, ensuring that teaching activities were carried out as per the school calendar, ensuring timely covering of syllabus, assessing teachers in classes when teaching English, ensuring that teachers were punctual and attend all lessons, checking records of work covered and lessons planning for each lesson, weekly checking on professional document, and organizing for regular testing of learners.

The themes presented in the preceding discussion were further categorized into few supervisory roles for a head teacher. They encompassed; ensuring early preparation of professional documents and lessons, supervising the teaching learning process, monitoring

and evaluating the teachers and learners, and motivating teachers and learners. Ampofo et al. (2019), Njogu (2020), and Kimeu (2018) also presented common head-teacher supervisory roles such as lesson plan checking, syllabus coverage documents checking, class room visits, regular check of English teachers professional records, seeing student notes, discussion of academic progress with both teachers and pupils as paramount in ensuring smooth English syllabus coverage for good performance, despite the fact that they had not untapped this potential. The interview session with head teachers indicated willingness to support and motivate the English teachers. However, their ambitions to motivate and reward the English teachers was being curtailed by the financial constraints, shortage of staff, and high teaching workloads for teachers in the school. In contrast were the findings of Omar et al. (2020) who reported that head-teachers blamed financial inadequacies as their main impediments to motivating English teachers and negated the practical and natural recognitions mechanisms such as involvement in decision-making and involvement in setting of English subject target mean score. The results in the studies by Kipngetich (2016) and Kimanthi (2016) concurred with the findings of the study that head-teachers were really willing to motivate their English teachers as evidenced by the involvement in decision-making, involvement in setting of English subject target mean score, utilization of formal acknowledgement programmes and luncheons although financial constraints hindered the appointment of BoM English teachers and numerous teaching materials to relieve them the heavy teaching loads. These challenges call for managerial interventions for the school administration and the Ministry of Education, as well as, the teachers' employers.

The above situation and challenges imply the need for policy improvement on employment of teachers in primary schools, teachers' motivation, as well as, monitoring and evaluating systems for effective teaching and learning in public primary schools. These efforts are believed to cause a significant change in trends in the pupils' KCPE performance in the English language.

#### **4.9 Attitudes of the English Teachers and the Pupils' KCPE English Performance**

The objective under discussion here is the fourth objective which was the English teachers' attitudes. In this study, the English teachers' attitudes was the moderating variable. It was measured by assessing the teachers' interest in the English as a teaching subject; establishing the extent to which teachers enjoyed teaching English, the extent to which they held the teaching it with high regard; whether they go extra mile in guiding learners; establishing the extent of their passion and motivation in teaching English and finding out whether they were proud being English teachers. The main purpose of the questions posed to respondents regarding this construct was to understand whether the English teachers' attitude was moderating the relationship between the school-based factors and pupils' KCPE English language performance in Kalokol Ward, Turkana Central Sub-County in Turkana County.

The English teachers' attitude was a latent variable and, hence, various sentiments were posed to respondents requiring them to indicate their responses in a 5-level Likert scale. The findings were summarized and presented in descending order of the mean values for each sentiment as shown in Table 4.9.

**Table 4. 9***Descriptive results on attitudes of the English teachers and pupils' KCPE English language performance*

Statements on attitude of the English teachers (N = 53)	VSE(1)	SE(2)	ME(3)	LE(4)	VLE(5)	Mean	Std. Deviation
a) I enjoy teaching the English subject	3(5.7%)	1(1.9%)	12(22.6%)	19(35.8%)	18(34%)	3.91	1.079
b) I have high regard for the English language.	1(1.9%)	4(7.5%)	13(24.5%)	18(34%)	17(32.1%)	3.87	1.020
c) I usually feel motivated when teaching the English language	3(5.7%)	5(9.4%)	12(22.6%)	16(30.2%)	17(32.1%)	3.74	1.179
d) I have special interest in the English subject	2(3.8%)	1(1.9%)	22(41.5%)	13(24.5%)	15(28.3%)	3.72	1.026
e) I usually introduce myself as the English language teacher	1(1.9%)	7(13.2%)	12(22.6%)	22(41.1%)	11(20.8%)	3.66	1.018
f) I usually go extra mile guiding learners	4(7.5%)	4(7.5%)	15(28.3%)	17(32.1%)	13(24.5%)	3.58	1.167
g) My love for the English language has caused me to embrace new methods of teaching it	8(15.1%)	5(9.4%)	12(22.6%)	19(35.8%)	9(17%)	3.30	1.295
h) I miss to be in school to teach the English Language	14(26.4%)	10(18.9%)	13(24.5%)	9(17%)	7(13.2%)	2.72	1.378

The results in Table 4.9 show that most English teachers were enjoying teaching English, to a large extent 19(35.8%) while 18(34%) was to a very large extent (mean = 3.91), held English in high regard to a large extent 13(24.5%) while 18(34%) was to a very large extent (mean = 3.87), feel motivated when teaching the English language to a large extent 16(30.2%) while 17(32.1%) was to a very large extent (mean = 3.74), have special interest in the English subject to a large extent 16(30.2%) while 17(32.1%) was to a very large extent (mean = 3.72), and are proud being English teachers to a large extent 13(24.5%) while 15(28.3%) was to a very large extent (mean = 3.66). The results show that the perception of English teachers towards the English language was positive. However, not many English teachers who missed to be in school to teach the English Language. The majority, 14(26.4%) said they missed it to a very small extent, 10(18.9%) missed to a small extent, while 13(24.5%) missed it to a moderate extent. Only a third, 16 (30.2%) seemed to miss being in the school to teach English. These findings corroborated well with the responses gathered from the head teachers who described them as approachable and passionate; knowledgeable and positive. However, header teacher number two describe the attitude of the English teachers in the school as not promising.

Although the pupil's performance in the KCPE English language had been poor (see Table 4.9), the teachers who teach English in public primary schools in Kalokol Ward, Turkana Central Sub-County in Turkana County were found to have positive attitude towards the language itself, had passion and enjoyed teaching it as shown in Table 4.9. Teachers' attitude towards a given subject plays a significant role in affecting the one teaches it. These were in agreement with Ndungu (2016) and Lichodi (2015)) findings who concluded that teacher's positive attitudes contributed to pupil's subject liking, active participation and

urge to learn in the classroom. Furthermore, findings compare in that, English teachers loved their subject and motivated the pupils who scored high marks during examinations, hence, challenging the underperforming ones. Furthermore, the study were consistent with the adopted theory by showing the role input of teacher attitudes in effecting pupils liking of a subject, hence, the ultimate influence in the final performance (output).

Measures that were needed to improve the teachers' attitudes towards the English language for better KCPE performance in English language were sought from the teachers through an open-ended question, pupils in a focused group discussion, and also from head teachers during interviews. The various suggestions given were thematically scrutinized leading to a few ones that included; sponsoring the in-service training for the English teachers, establishing recognition programmes for rewarding teachers who excel in the English language, organizing for workshops and seminars for English language teachers, strengthening the English panels and encouraging team teaching for the English language. The head teachers should also ensure that English is a medium of communication in the school compound including staff meetings, and also lobby with TSC for employment of more teachers. Reported observations were the same as the recommendations by Kimanthi (2016), and Chepsiror (2021) that both intrinsic and extrinsic motivational procedures were needed to be adopted, including in-service training and development, employment of adequate English teaching staff and involvement in decision-making pertaining to English language.

#### **4.10 Relationship between School-based Factors and the Pupils' KCPE English Language Performance**

The main purpose of the study was to assess how the school-based factors influence pupils' KCPE English language performance in public primary schools in Kalokol Ward, Turkana Central Sub-County, Turkana County in Kenya. It was, therefore, necessary to first analyze the association between the school-based factors and the pupils' KCPE English language performance, hence, the use of inferential analysis. In the first instance, diagnostic tests were conducted to inform the appropriate statistical tests. This involved checking assumptions such as normality, linearity, autocorrelation, multicellularity and heteroscedasticity tests. The results of the tests are presented in section 4.10.1 and specifically in Tables 4.10, and 4.11, and in Figures 4.1, 4.2, 4.3, and 4.4.

##### **4.10.1 Diagnostic Tests**

This study first sought to ascertain whether data demonstrated normal distribution conditions. Most studies assume that data is collected from a normally distributed population, hence the need for normality condition check. The current study adopted a statistical checking of normality of the data using both Kolmogorov-Smirnov and Shapiro-Wilk. To further ascertain the normality situation, graph methods was used which involved examining the histograms, Q-Q plots and box plots. The results of the P-values based on the Kolmogorov-Smirnov and Shapiro-Wilk tests are presented in Table 4.10.



**Table 4. 10***Tests of normality on main variables of the study*

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Y	.132	53	.062	.972	53	.258
X1	.098	53	.200*	.978	53	.419
X2	.077	53	.200*	.979	53	.453
X3	.083	53	.200*	.962	53	.088
M	.124	53	.042	.939	53	.109

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

According to the results in Table 4.10, it is clear that the P-value of Shapiro-Wilk for each study variable is insignificant, (Y= .258; X1 = .419; X2 = .453; X3 = .088; and moderator (English teachers' attitude) = .109;  $P > 0.05$ ). This shows that the data was drawn from a normally distributed target population. The graphical methods were also applied to further confirm the normal distribution condition beyond reasonable doubt, especially for the dependent variable. The results are presented in Figure 4.1, 4.2 and 4.3, respectively.

**Figure 4. 1**

*Histograms showing normality of data on pupils' KCPE English language performance*

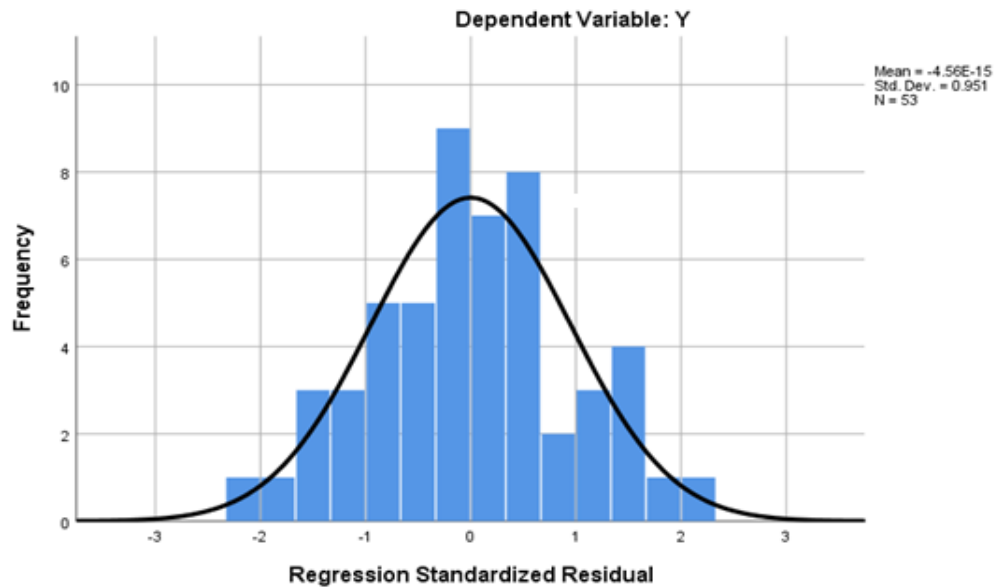
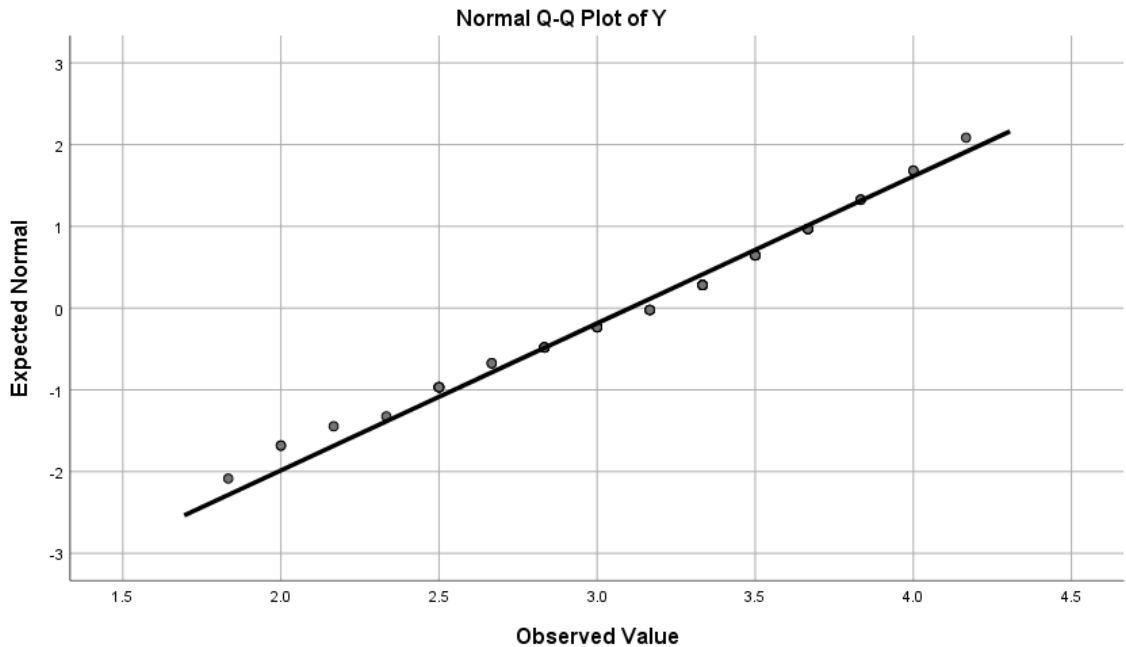


Figure 4.1 shows that data was slightly skewed. This confirms that data was largely normally distributed. The same is demonstrated using the standard Q-Q plots as shown in Figure 4.2.

**Figure 4. 2**

*Q-Q showing normality of data on pupils' KCPE English language performance*

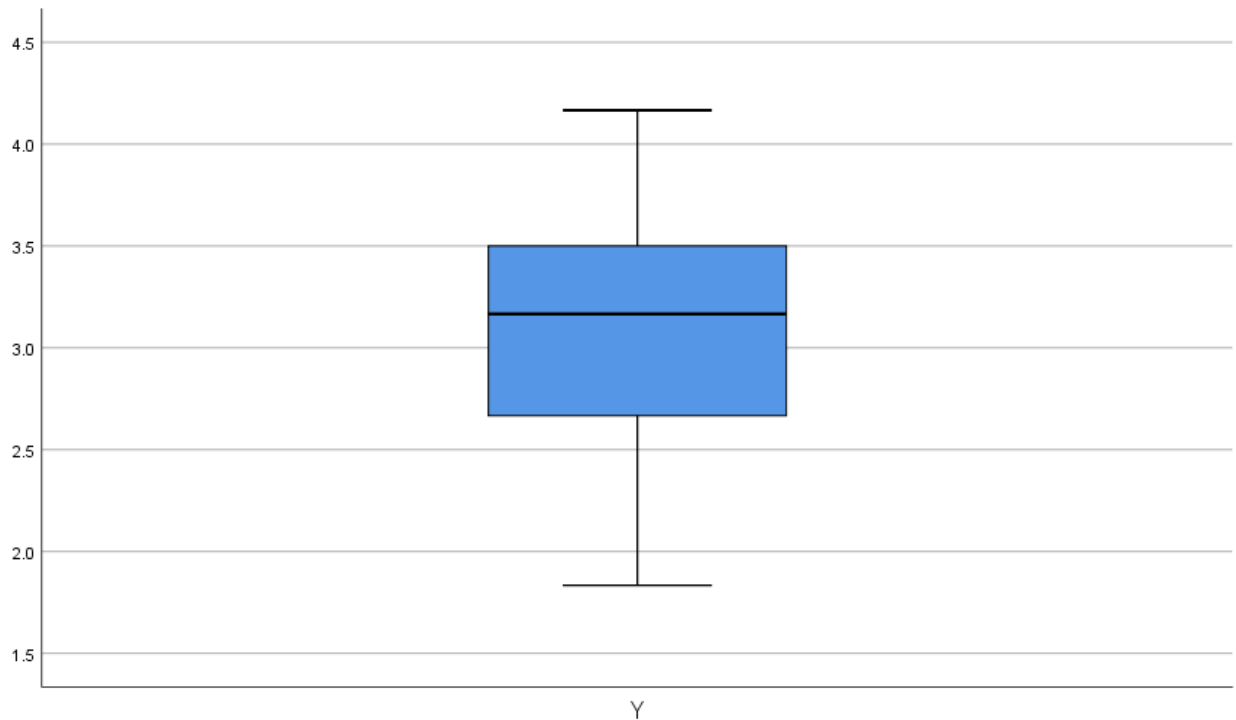


The Q-Q plot in Figure 4.2 shows the data points that are closely fitted along the line of the best fit. There are very few points that are not well fitted and do not indicate significant deviation from the line of the best fit, hence, the normal distribution condition is evident. The data points along the line of the best fit further demonstrate linearity dependency. The linearity in this context means that the independent variables (the school-based factors) have a straight-line relationship with the response variable (pupils' KCPE English performance). The purse-snatching of the points along the line of best fit exhibits linearity condition in the data.

To further confirm the normality of the data. A box plot was also generated to counter-check whether there was any violation of the normality assumption. The box plot output is shown in Figure 4.3.

**Figure 4. 3**

*Box plot on pupils' KCPE English language performance*



Although there is a slight inclination, the whickers in the box plots in Figure 4.3 further indicates that there is no alarming skewedness in the data. This further confirmed that the data was drawn from a normally distributed population.

The foregoing discussion has demonstrated the normality of the data and linearity between the study variables. Since correlation and multiple linear regression were most suited inferential analysis, it was necessary to confirm other conditions with the independent variables. The conditions checked included autocorrelation, multicollinearity and heteroscedasticity. The results on autocorrelation and multicollinearity are presented in Table 4.11.

**Table 4. 11***Autocorrelation and multicollinearity results*

Variables	R square change	Durbin-Watson	VIF
X1	.351	1.583	1.361
X2	.421	1.735	1.374
X3	.099	1.513	1.178
Moderator	.349	1.548	1.000

Table 4.11 shows the results on autocorrelation and multicollinearity. To check the autocorrelation condition, the Durbin-Watson value was used. The autocorrelation problem occurs when the values of the same variable across different observations are correlated (Waithima, 2020). The Durbin-Watson value usually indicates the likelihood that the variables are auto-correlated. The minimum threshold Durbin-Watson value is 0.8, otherwise it should be around 2 (Singh, 2007). The results in Table 4.11 show Durbin-Watson values where  $X_1 = 1.583$ ;  $X_2 = 1.735$ ;  $X_3 = 1.513$ ; and moderator = 1.548. This shows that the Durbin-Watson value is around 2 for each study variable. This indicated that there was no autocorrelation problem that was noted in the predictor variables, hence, the data was fit to be used in the analysis.

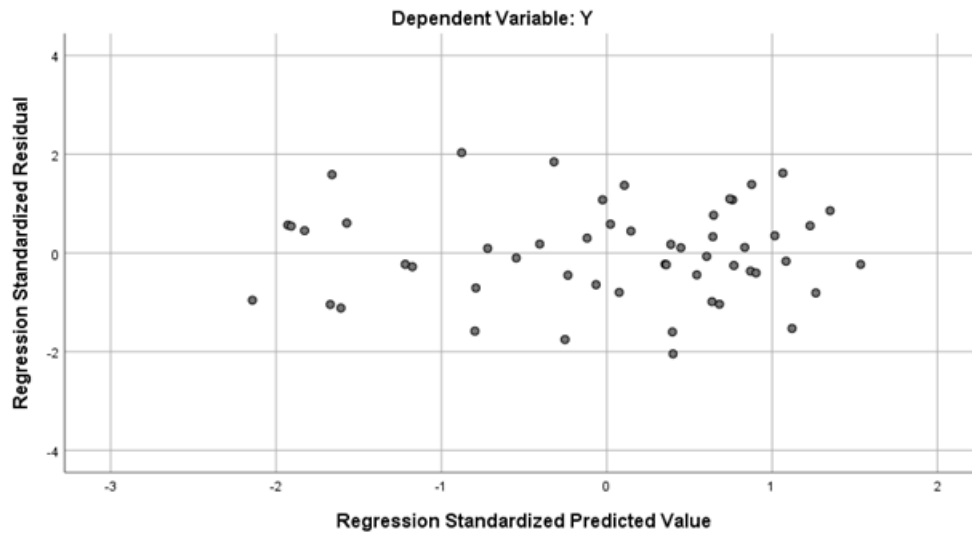
The multicollinearity among explanatory variables is regarded as a serious problem especially when multiple linear regression is used in the analysis. The presence of a multicollinearity among predictor variables makes the estimation of the regression coefficients impossible and unreliable. The multicollinearity problem is caused by, among others, the use of lagged values of the independent variables as separate explanatory factors

which may lead to making of incorrect inferences (Waithima, 2020). The results in Table 4.11 show that all the independent variables had no multicollinearity problem as indicated by a Variance Inflation Factor (VIF) values ( $X_1 = 1.361$ ;  $X_2 = 1.374$ ;  $X_3 = 1.178$ ; and moderator = 1.000). From Table 4.11, the VIF value is more than 0.5 and less than 5 for each predictor variable. According to Cooper and Schindler (2011), the VIF values should be closer to 1; they further noted that any VIF that is closer to 10 would indicate collinearity among variables. Akinwande et al (2015) noted that a VIF that goes above 10 shows that the regression coefficients are poorly estimated due to multicollinearity. Consequently, there was no multicollinearity problem detected in all the predictor variables of this study.

The next assumption tested was the heteroscedasticity in the data. A scatter graph was generated from the data using the standardized predicted residuals and mean standardized residuals. To check for heteroscedasticity condition, the spread of the points is expected to be fairly similar as one moves from left to right. The results on heteroscedasticity test are shown in Figure 4.4.

**Figure 4. 4**

*The residual and standardized predicted value*



Based on the results of the scatter graph in Figure 4.4, the distance between the points as one move from left to right along the line of best fit has no significant variation. The scatter points are largely defused, hence failing to form a clear noticeable pattern such as cone, linear or fan shape. This means that there is no heteroscedasticity problem in the data. The confirmation about the lack of heteroscedasticity problem together with a validation that data was normally distributed further helped to solidify the linearity of the data.

Having tested for normality, linearity, autocorrelation, multicellularity and heteroscedasticity, the results support the adoption of parametric inferential statistics in testing the hypothesis of this study. Therefore, the sections that follow, contain results on tests of the four hypotheses of the study using parametric inferential statistical technique.

#### **4.10.2 Testing of research hypotheses**

This study used a Pearson correlation analysis in testing the relationship between the school-based factors and pupils' KCPE English language performance in public primary schools in Kalokol Ward, Turkana Central Sub-County, Turkana County in Kenya. The Pearson correlation analysis enabled the test of the first three null hypotheses of the study. The Pearson correlation results are shown in Table 4.12.

##### **4.10.2.1 Results on correlation analysis between the school-based factors and pupils' KCPE English language performance**

To test the hypothesized relationship of the first null hypothesis, a Pearson correlation analysis was conducted and results presented in Table 4.12. The study used 0.05 as the alpha level of significance for correlation coefficients. The first null hypothesis ( $H_{01}$ ) predicted that teaching load does not influence the performance of pupils' KCPE English language in Kalokol Ward, Turkana Central Sub-County in Turkana County. The Pearson correlation results are presented in Table 4.12.



**Table 4. 12***Correlations analysis on dependent and independent variables*

		Y	X3	X2	X1	M
Y	Pearson Correlation	1				
	Sig. (2-tailed)					
	N	53				
X3	Pearson Correlation	.315*	1			
	Sig. (2-tailed)	.022				
	N	53	53			
X2	Pearson Correlation	.649**	.341*	1		
	Sig. (2-tailed)	.000	.012			
	N	53	53	53		
X1	Pearson Correlation	.592**	.329*	.485**	1	
	Sig. (2-tailed)	.000	.016	.000		
	N	53	53	53	53	

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\*. Correlation is significant at the 0.01 level (2-tailed).

The results in the correlation analysis Table 4.12 show a Pearson correlation value of X<sub>3</sub> and corresponding coefficient;  $r = .315^{**}$  and a P value that is less than 0.05. This indicates a statistically significant positive relationship between teaching loads and pupils' KCPE English language performance, ( $r = .592$ ,  $p < 0.05$ ), hence, the study rejected the null hypothesis and concludes that there is a statistically significant positive relationship between teaching loads and pupils' KCPE English language performance in Kalokol Ward, Turkana Central Sub –County in Turkana County. The positive association implies that an increase in the teaching load, causes an increase on the pupils' poor KCPE English language performance. Findings compared well with the results by Waseka (2017), Olekete (2017) and Omondi et al. (2021) who found a statistical significant relationship between teachers attributes such as proficiency, teaching load and attitudes towards English

language performance of pupils. Hence, high level of proficiency, well managed teaching loads and in-service-training knowledge influenced their instructional delivery in the classroom which influenced the academic achievement of learners. The current study findings supported by the input output theory by Dewey et al. (1998) through informing that an increase in inputs (teacher attributes) increases the output (KCPE English language performance).

The second null hypothesis ( $H0_2$ ) predicted that instructional resources do not influence performance of KCPE English language in Kalokol Ward, Turkana Central Sub-County in Turkana County. The results in the correlation analysis Table 4.12 show a Pearson correlation value of .649 and a P value that is less than 0.05. This indicates a statistically significant positive association between instructional resources and pupils' KCPE English language performance, ( $r = .649$ ,  $p < 0.05$ ). Consequently, the study rejected the null hypothesis and concluded that there is a statistically significant positive relationship between instructional resources and pupils' KCPE English language performance in Kalokol Ward, Turkana Central Sub-County in Turkana County. The positive correlation implies that an increase in the instructional resources causes an increase on the pupils' KCPE English language performance.

The results have provided a clear link between instructional resources and pupils' KCPE English language performance. This implies that teachers who have access to instructional resources will deliver quality teaching and hence the pupils will be the beneficiaries. This underscores the significant role played by instructional resources in educational outcomes. When teachers are provided with the teaching resources, they feel motivated and supported;

hence, there is gainful utilization for the benefit of the learners. This was as well highly underscored in Kamutu (2018), Ndungu (2016), Simba (2019), Kotut (2016) and Waseka (2017) that, adequate teaching and learning materials were extremely paramount in determining the learner's outcomes, hence, a statistically significant relationship between the used infrastructural resources and the academic performance. Additionally, the results concurred with the the adopted theory due its ability to show the superposition between increasing the educational inputs (more instructional resources) leading to high learners' English language performance, the output resulting from the more utilized inputs.

The third null hypothesis ( $H_{03}$ ) predicted that head-teacher's supervisory role does not influence pupils' performance in the KCPE English language in Kalokol Ward, Turkana Central Sub- County in Turkana County. The results in the correlation analysis Table 4.12 show a Pearson correlation value ( $r = .315^{**}$ ) and a corresponding correlation coefficient where the P value is .022. This indicates a statistically significant positive relationship between head-teacher's supervisory role and pupils' performance in the KCPE English language, ( $r = .315$ ,  $p < 0.05$ ). In that connection, the study rejected the null hypothesis and concluded that there is a statistically significant positive relationship between head-teacher's supervisory role and the pupils' performance in the KCPE English language in Kalokol Ward, Turkana Central Sub- County in Turkana County. The positive association implies that an enhancement of head-teacher's supervisory role causes an improvement on the pupils' performance in the KCPE English language.

The results have put the head teacher at the center in facilitating improved pupils' performance in the KCPE English language. The head teacher is a figured-head in the

school and is expected to provide unity of direction and leadership in order to effectively and efficiently achieve the desired education outcomes. As the CEO in the school, the head teacher coordinates and mobilize the efforts of staff and pupil's. One is also expected to motivate both teachers and learners with a view to achieving high performance. When there is slight negligence of the leader, the followers usually relax and may not give their best. In concurrence, were the findings observed by Kotut (2016) and Wafula (2016) who found that the head-teachers supervisory, administrative and motivational roles promoted smooth teaching and learning, hence, learners achieved desirable educational outcomes in KCPE. This was specifically achieved through the central roles in ensuring adequate instructional resources, infrastructural resources setting targets on English, supervision and motivating factors to both teachers and learners. Findings were in support of the adopted input output theory in the study which provided empirical evidence that there is a relationship between educational inputs, for example teachers, physical facilities, learning resources, financial resources and learners' performance that becomes the output resulting from combining efforts and application of the inputs

#### **4.11 Overall Model on the School-based Factors and the Pupils' Performance of KCPE English Language**

This study aimed at assessing how the school-based factors influence pupils' KCPE English language performance in public primary schools in Kalokol Ward, Turkana Central Sub-County, Turkana County in Kenya. The preceding section has established a statistically significant relationship between each school-based factors and the pupils' KCPE English language performance. In this section, the influence of the three school-based factors in a combined model is assessed and results are presented and discussed,

accordingly. To test the effect of the combined three school-based factors, a multiple linear regression analysis was conducted. The dependent variable (the pupils' KCPE English language performance in public primary schools) was, therefore, regressed on the three independent variables (teaching load, instructional resources and head teacher's supervisory role) in a combined model to determine the prediction capacity of the model.

In the multiple linear regression model, the R-Square value (the coefficient of determination) was used to determine the proportion of the variance in pupils' KCPE English language performance that was accounted for by the three school-based factors in public primary schools in Kalokol Ward, Turkana Central Sub-County, Turkana County in Kenya. The R-value statistic helped to demonstrate the existence of a relationship between the dependent and independent variables, and further determined the strength of the same. The statistics in the ANOVA table were used to indicate model validity, that is, whether the model was statistically significant, and good fit of the data. The level of significance in this study was set, where  $p \leq 0.05$ . The regression coefficients values were used to show the lowest beta value of each school-based factors when all of them are combined in one model. The regression weights were used to show the change in Y relative to a one unit change in the respective independent variable while holding all other independent variables constant in the combined model. The results of a multiple linear regression analysis are presented in Table 4.13, 4.14, and 4.15.

**Table 4. 13***Model summary results on the school-based factors*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.724 <sup>a</sup>	.524	.494	.39525

a. Predictors: (Constant), X3, X1, X2

b. Dependent Variable: Y

The results in Table 4.13 show that the three predictors, namely teaching load ( $X_1$ ), instructional resources ( $X_2$ ), and the head-teacher's supervisory role ( $X_3$ ), when combined in a single model exhibit a statistically significant relationship with the dependent variable (pupils' KCPE English language performance), ( $r$  value = 0.724), which shows a very strong positive correlation. The findings further show that the three predictor variables jointly explain 52.4% of the variation on the pupils' KCPE English language performance in public primary schools in Kalokol Ward, Turkana Central Sub-County, Turkana County ( $R^2 = .524$ ). This shows a significant impact of the school-based factors on the pupils' KCPE English language performance. The results also indicate that the poor performance of the English language in KCPE in public primary schools in Kalokol Ward was largely attributed to the institutional-based factors which contributed 52.4%. The other 47.6% was due to other factors outside the school. The ANOVA results in Table 4.14 helped to determine the validity of the model.

**Table 4. 14***ANOVA results on the school-based factors*

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8.413	3	2.804	17.951	.000 <sup>b</sup>
	Residual	7.655	49	.156		
	Total	16.068	52			

a. Dependent Variable: Y

b. Predictors: (Constant), X3, X1, X2

The ANOVA Table 4.14 containing all the independent variables in a single model was found to be valid (a good fit of the data); where ( $F_{(3,49)} = 17.951, P < .005$ ). This indicated that the three predictor variables (teaching load, instructional resources, and the head teacher's supervisory role), produces a model that is statistically significant in determining the variations in the pupils' KCPE English language performance in public primary schools in Kalokol Ward, Turkana Central Sub-County, Turkana County. The regression coefficients values of each predictor variable in the combined model were computed and results presented in Table 4.15.

**Table 4. 15***Regression weights results on the school-based factors*

Model		Unstandardized Coefficients		Standardized Coefficients		Sig.	Collinearity Statistics	
		B	Std. Error	Beta	t		Tolerance	VIF
1	(Constant)	1.323	.265		4.989	.000		
	X1	.249	.081	.355	3.082	.003	.735	1.361
	X2	.374	.093	.463	4.010	.000	.728	1.374
	X3	.023	.061	.040	.378	.707	.849	1.178

a. Dependent Variable: Y

The results of the regression coefficients (see Table 4.15) for each predictor variable in the model shows a valid VIF value, that is,  $1.000 < \text{VIF} < 5.000$ . This indicates that there was no multicollinearity problem in the study variables in the regression model. The findings in Table 4.15 meant that the three school-based factors (teaching load, instructional resources, and the head teacher's supervisory role) were a good combination in explaining the pupils' KCPE English language performance in public primary schools in Kalokol Ward. The results further show the unstandardized B-coefficient values  $X_1 = .249$ ;  $X_2 = .374$ , and  $X_3 = .023$ , respectively. All these values have a statistically significant constant value, that is,  $P < 0.005$ . The findings imply that all the three school-based factors were statistically significant in determining the pupils' KCPE English language performance in public primary schools in Kalokol Ward, Turkana County. The results confirmed the hypothesized model of this study, that is,

$$Y = B_0 + B_1X_1 + B_2X_2 + B_3X_3 + e, \text{ Where:}$$

$Y$  = pupils' KCPE English language performance

$\beta_0$  = Constant

$\beta_1, \beta_2, \beta_3$  = regression coefficient weights for  $x_1, x_2, x_3$  as shown below:

$X_1$  = Teaching load

$X_2$  = Instructional resources

$X_3$  = Head teachers' supervisory role



$\varepsilon$  = is the estimated error of the model.

The resulting multiple regression model is:

The pupils' KCPE English language performance =  $1.323 + .249X_1 + .374X_2 + .023X_3 + e$

Therefore, the resulting multiple linear regression model shows that the pupils' KCPE English language performance =  $(.249X_1 \text{ teaching load}) + (.374X_2 \text{ instructional}) + (.023X_3 \text{ head teachers' supervisory role}) + 1.323$ ). In this model, 1.323 is the value which is linked to the independent variables. The findings show that all the three school-based factors, that is, the teaching load ( $X_1$ ), instructional resources ( $X_2$ ), and the head teachers' supervisory role ( $X_3$ ) when combined together, forms a model that is statistically significant in determining the pupils' KCPE English language performance in public primary schools in Kalokol Ward, Turkana County. Noticeably, in the above combined model, it is the instructional resources that is more significant ( $X_2$ ), ( $\beta_1 = .374, p > 0.05$ ), followed by the teaching load ( $X_1$ ), ( $\beta_2 = .249, p = .003$ ), while the head teachers' supervisory role ( $X_3$ ) became insignificant, ( $p < .005$ ).

The above findings imply the pupils' KCPE English language performance in public primary schools in Kalokol Ward will improve after addressing each of them. The head teachers should therefore focus on ensuring adequate, varied and integrated instructional resources are available in the school. The results have implications on the Ministry of education which is expected to supply learning and teaching resources to all public primary schools in Kenya. Equally important was the need to address the teaching load for the

English teachers to afford more time for addressing individual needs and attention, and for marking class exercises and compositions. This has implication on the TSC which is solely responsible for employing teachers in all public primary schools in Kenya to ease the teaching load. The head teachers' supervisory role is very significant and play a partial role. This is because, the head teacher cannot achieve results if there are no instructional resources and when teachers are heavily loaded. Similarly, this was stressed by Wafula (2016) findings since they found a dire need for instructional resources, employment of English teachers, head-teacher supervisory roles, teacher training and development, among others, as great school-based strategies for realizing pupil's English performance. A clear mantle of the same made a call to the TSC commission and the Ministry of Education to allocate and supply more teaching and learning materials, educate head-teachers on supervision, among other supervisory roles, as well as, employing more teachers.

#### **4.12 Moderating Effect of Teachers Attitude**

The fourth null hypothesis ( $H0_4$ ) predicted that teacher's attitude does not moderate the influence of school-based factors on the pupils' performance in the KCPE English language in Kalokol Ward, Turkana Central Sub- County in Turkana County. The testing of this null hypothesis required the use of a Moderated Multiple Regression model (MMR). This enabled the study to first assess the combined effect of the three school-based factors on the pupils' KCPE English language performance. In the MMR output, the effect of the moderator (teacher's attitude) was determined by interpreting the model summary table, and specifically used the R square change statistics column of the second model. The model summary of the moderated multiple regression usually provides the change in R square. The change in R square was used to determine the statistical significance of the interaction

term in the model. This further enabled a determination on whether teacher's attitude moderated the effect of the three combined school-based factors on the pupils' KCPE English language performance in Kalokol Ward, Turkana Central Sub- County in Turkana County.

The study used the following MMR model.

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_j Z_j + \beta_{ij} X_i Z_j + \varepsilon$$

The above model is in three levels;

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon \dots\dots\dots (i)$$

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_z Z_j + \varepsilon \dots\dots\dots (ii)$$

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_j Z_j + \beta_{ij} X_i Z_j + \varepsilon \dots\dots\dots (iii)$$

Where:

Y is the pupils' KCPE English language performance in Kalokol Ward

$\beta_0$  is the constant value,

$\beta_1, \beta_2, \beta_3$  are the coefficients of independent variables (school-based factors)

$X_1, X_2$  and  $X_3$  are the independent variables (teaching load, instructional resources, and the head teachers' supervisory role)

$Z_j$  is the moderating variable

$B_j$  is the coefficient of the moderator variable as a predictor

$X_i Z_j$  is the interaction term between variable  $X_i$  ( $i = 1, 2, 3$ ) and moderating variable

$B_{ij}$  is the coefficient of the interaction term.

$\varepsilon$  is the error term.

The first model shows the relationship between the dependent variable (the pupils' KCPE English language performance) and the independent variables of the study (school-based factors). The second model shows the introduction of the moderating variable ( $Z_j$ , English teachers attitudes) into the multiple regression model. The third model shows the introduction of the interaction terms ( $X_i * Z_j$ ) in the relationship between school-based factors variables and the pupils' KCPE English language performance. In this study, the relationship between the school-based factors and the pupils' KCPE English language performance was hypothesized to be moderated by the English teachers' attitude. The variables linked to the three school-based factors were tested in a combined model and the findings on the model validity are presented in Tables 4.16.

**Table 4. 16***Moderation effect of English teachers' attitude: Model validity*

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8.413	3	2.804	17.951	.000 <sup>b</sup>
	Residual	7.655	49	.156		
	Total	16.068	52			
2	Regression	9.073	4	2.268	15.564	.000 <sup>c</sup>
	Residual	6.995	48	.146		
	Total	16.068	52			
3	Regression	9.341	5	1.868	13.051	.000 <sup>d</sup>
	Residual	6.727	47	.143		
	Total	16.068	52			

a. Dependent Variable: Y

b. Predictors: (Constant), X3, X1, X2

c. Predictors: (Constant), X3, X1, X2, M

d. Predictors: (Constant), X3, X1, X2, M, Terms

Results in Table 4.16 show that model one,  $F(3, 49) = 17.951$ ,  $P < .000$  indicate that it is valid for further analysis. When the English teachers' attitude was introduced in model two as a predictor variable, the F statistics,  $F(4, 48) = 15.564$ ,  $P < .000$  indicated that second model remained valid, and demonstrated statistically significant influence by all the predictor variables. When the interaction term ( $X_i * Z_j$ ) was introduced in the third model,  $F(5, 47) = 13.051$ ,  $P < .000$  remained valid indicating a significant influence among all three school-based factors, the English teachers' attitude, and the interaction term ( $X_i * Z_j$ ) on the pupils' KCPE English language performance in public primary schools in Kalokol Ward. The ANOVA results in the third model shows that all these variables are very important and significant in determining the pupils' KCPE English language performance. However, the statistical results provided in the model summary Table 4.17 helped to determine the

actual moderation effect of the English teachers' attitude on the relationship between the school-based factors and pupils' KCPE English language performance.

**Table 4. 17**

*Moderation effect of English teachers' attitude: Model Summary*

Model	R		Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics				Sig. F Change	Durbin-Watson
						F	df1	df2			
1	.724 <sup>a</sup>	.524	.494	.39525	.524	17.951	3	49		.000	
2	.751 <sup>b</sup>	.565	.528	.38176	.041	4.526	1	48		.039	
3	.762 <sup>c</sup>	.581	.537	.37834	.017	1.872	1	47		.178	1.684

a. Predictors: (Constant), X3, X1, X2

b. Predictors: (Constant), X3, X1, X2, M

c. Predictors: (Constant), X3, X1, X2, M, Terms

d. Dependent Variable: Y

The column labeled R Square Change in Table 4.17, shows the increase in variation that is explained by the addition of the interaction term (that is, the change in  $R^2$ ). The results in the first model indicate that all the three school-based factors explain 52.4 % of the total variations of the pupils' KCPE English language performance in public primary schools ( $R^2 = .524$ ). When the English teachers' attitude (the moderator), was introduced into the second model, the R square value improved slightly by 4.1%. This meant that the English teachers' attitude slightly improved the model ( $\Delta R^2 = .041$ ,  $p = .039$ ), and the model remained significant. This implied that, the moderator (English teachers' attitude) when added in the model, it remained statistically significant in influencing the pupils' KCPE English language performance. This indicate the English teachers' attitude is a significant predictor of influencing the pupils' KCPE English language performance.

However, when the interaction term ( $Z_i * X_i$ ) was introduced in the third model, it improved the R square further to a very small extent, that is, by 1.7% ( $\Delta R^2 = .017$ ,  $p = .178$ ). The resulting model became insignificant. These results led to the conclusion that there is no moderation effect of the English teachers' attitude in this model. Therefore, the study failed to reject the null hypothesis and concluded that English teachers' attitude in this model does not significantly moderate the relationship between the school-based factors and the pupils' KCPE English language performance in public primary schools in Kalokol Ward. With this conclusion, the study did not examine the regression weight results.

The findings are indicating that the English teachers' attitude is a very statistically significant predictor in the model that determines the pupils' KCPE English language performance. However, it does not moderate the combined relationship between the school-based factors and the pupils' KCPE English language performance. This means that there is a great need for the head teachers and other policy makers such the TSC and the Ministry of Education to put measures in place for addressing the English teachers' attitude in public primary schools. This is because, although the English teachers' attitude does not have moderation effect, it is a statistically significant predictor that is critical in determining the pupils' KCPE English language performance in public primary schools. These findings concur with the opinions of Lichodi (2015) that that teacher's positive attitudes contributed to pupil's subject liking, active participation and urge to learn in the classroom, hence, their ultimate English language performance. Furthermore, findings compare in that, English teachers loved their subject and motivated the pupils who scored high marks during examinations, hence, challenging the underperformed ones.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter summarises the conceptualization of the study, key findings, conclusions, recommendations, implications of the study, and areas of further research. The study was set out to assess how school-based factors influence pupils' KCPE English language performance in public primary schools in Kalokol Ward, Turkana Central Sub-County, Turkana County in Kenya. It specifically examined the influence of the teaching load, instructional resources, and the head teacher's supervisory role on the performance of KCPE English language in public primary schools in Kalokol Ward. It also assessed the moderating effect of teachers' attitudes on the school-based factors influencing KCPE English language performance in Kalokol Ward, Turkana, Kenya. The study was informed by input-output theory (education production function theory).

#### **5.2 Summary on Findings of the Study**

The study recorded 76.7% response rate from the primary respondents of the study. The analyzed information indicated that female English teachers were more than the male teachers in public primary schools in Kalokol Ward. That notwithstanding, the English teachers had minimum qualifications (P1 Certificate) required of a teacher in primary schools in Kenya and had sufficient teaching experience.

##### **5.2.1 Pupils' KCPE performance in the English language**

The decline in the mean performance scores in the KCPE English language in public primary schools in Kalokol Ward was supposedly due to poor teaching strategies;



inadequate learning resources and supplementary information materials; shortage of teachers, failure of learners to practice speaking English outside the classroom, the use of mother tongue in the school, and poor supervision by the head teachers. Mitigation strategies were also thematically analyzed and were finally grouped into five categories. These were employer-based, management / administrative-based, learners-based, teacher-based, and policy-based solutions.

### **5.2.2 Influence of teaching load of English teachers on Pupils' KCPE English language performance**

The first objective aimed to assess the influence of teaching load on the performance of KCPE English language in Kalokol Ward, Turkana Central Sub-County in Turkana County. The study established that the English language teachers had a high teaching workload. The teachers admitted that they did not have enough time to attend to each pupil's learning needs due to the high teaching workload. This was indeed a problem and had notable implications on the effectiveness of delivering quality teaching. For example, the teacher's effectiveness in marking compositions and classroom exercises was affected negatively considering the same teacher had other responsibilities such as being in charge of a class, games and other tasks.

### **5.2.3 Influence of instructional resources on Pupils' KCPE English language performance**

The second objective was to examine the influence of instructional resources on the performance of KCPE English language in Kalokol Ward, Turkana Central Sub-County in Turkana County. The study noted that the schools were averagely equipped with various print instructional resources for the English language. The study further established that

public primary schools heavily relied on books provided by the Ministry of Education. However, most public primary schools in Kalokol Ward lacked a purpose-built library. A few schools had designated a room that stored books which were largely inadequate. Most schools lacked a variety of digital information resources, storybooks and radio for listening to English stories, and multimedia on English series. This kind of inadequacy was a serious drawback to enhancing effectiveness in teaching the English language in public primary schools in Kalokol Ward.

#### **5.2.4 Influence of Head-teacher's supervisory role on Pupils' KCPE English language performance**

The third objective was to determine the influence of the head-teacher's supervisory role on the performance of KCPE English language in Kalokol Ward, Turkana Central Sub-County in Turkana County. The head-teacher plays a key role in supervising and ensuring effective English language curriculum implementation in primary schools. The head teachers are also expected to provide clear guidelines to the English teachers, avail feedback to teachers and learners, and motivate both the English language teachers and learners.

Although the role of head-teachers was being curtailed by the financial constraints, shortage of staff, and high teaching workloads for the English language teachers in the school, the study noted that proper understanding of the head-teacher's supervisory role was very significant in enhancing the performance of the pupils' KCPE English language. The specific measures reported for strengthening the head-teacher's supervisory role were establishing monitoring, controlling and evaluating measures in the school. These entailed conducting regular random checks and visitations to the English language classes, ensuring

timely syllabus covering, and assessing teachers when classes were in progress. Other measures included ensuring that teachers were punctual and attended all lessons, checking records of the work covered and lesson plans, weekly checking of professional documents, and regular testing of learners. The head teacher should also ensure timely preparation of professional documents and institute measures for motivating teachers and learners.

#### **5.2.5 The attitudes of the English teachers and Pupils' KCPE English language performance**

The fourth objective of the study aimed to assess the moderating effect of teachers' attitudes on the influence of school-based factors on the pupils' KCPE English language performance in Kalokol Ward, Turkana Central Sub-County, in Turkana County Kenya. The study noted that most English teachers enjoyed teaching the English language, held it in high regard, felt motivated when teaching the English language, had a particular interest in the subject, and were proud of it. Most English language teachers described themselves as approachable and passionate, knowledgeable and positive. The study observed that although the pupil's performance in the KCPE English language had been poor, the teachers who taught the English language in public primary schools in Kalokol Ward, Turkana Central Sub-County in Turkana County were found to have a positive attitude towards the language itself, had a passion and enjoyed teaching it.

However, some header teachers described the attitude of the English teachers in the school as not promising. Thematic analysis on the solutions for addressing the attitude of the English teachers narrowed down to a few ones that included sponsoring the in-service training for the English language teachers, establishing recognition programs for rewarding teachers who excelled in the English language, organizing for workshops and seminars for

English language teachers, strengthening the English panels and encouraging team teaching for the English language. The head teachers should also ensure that English was a medium of communication in the school compound, including staff meetings. Another solution was for the TSC to employ additional English language teachers.

#### **5.2.6 The overall model and purpose of the study**

The study's main purpose was to assess how school-based factors influence pupils' KCPE English language performance in public primary schools in Kalokol Ward, Turkana Central Sub-County, Turkana County in Kenya. The study established that all the school-based factors were individually and jointly significant in influencing the pupils' KCPE English language performance in Kalokol Ward, Turkana Central Sub –County in Turkana County. The findings indicated that the English teachers' attitude was a significant predictor in the model that determines the pupils' KCPE English language performance. However, it did not moderate the combined relationship between the school-based factors and the pupils' KCPE English language performance. The results put the head teacher at the center of enhancing pupils' performance in the KCPE English language.

#### **5.3 Conclusions**

From the preceding results, the study came up with several conclusions. The decline in the performance in the pupils' KCPE English language in public primary schools in Kalokol Ward which was attributed to poor teaching strategies, inadequate teaching resources and supplementary information materials, shortage of teachers, failure of learners to practice speaking English outside the classroom, the use of mother tongue in the school, and poor supervision by the head teachers. Solutions to these challenges were employer-based,

administrative-based, learners-based, teacher-based, institutional-based and policy-based solutions.

On research objective one, the teaching load for the English language teachers was found to have a statistically significant positive relationship with the pupils' KCPE English language performance in Kalokol Ward, Turkana Central Sub-County in Turkana County. However, the study found that the English language teachers had a high teaching workload; hence, limited personalized time with each pupil considering other duties teachers had in the school. This was hampering the effectiveness of delivering quality teaching, therefore the poor performance in the KCPE. It was therefore clear that the teaching load was affecting quality of teaching, hence, the poor performance in pupils' KCPE English language.

On research objective two, instructional resources were found to have a statistically significant positive relationship with the pupils' KCPE English language performance in Kalokol Ward, Turkana Central Sub-County in Turkana County. Although most public primary schools in Kalokol Ward had no purposely-built libraries, most had a designated room where books were kept. The instructional resources were found to be moderately adequate. Most schools lacked a variety of digital information resources, storybooks and radio for listening to English stories, and multimedia on English series. This was because most schools were heavily relying on books provided by the Ministry of Education. Putting up a purpose-built school library was critical, hence, the study concluded that most public primary schools in Kalokol Ward were inadequately stocked with instructional resources and this was affecting the performance of pupils' KCPE English language.

On research objective three, the head teacher's supervisory role was found to have a statistically significant positive relationship with the pupils' KCPE English language performance in Kalokol Ward, Turkana Central Sub-County in Turkana County. The significance of the head teacher's supervisory role and proper understanding of the same was noted as very significant in enhancing the performance of the KCPE English language. The head teacher provides clear guidelines to English teachers, feedback to teachers and learners, and motivate both the English language teachers and learners. Most schools were motivating the English language teachers through monetary and non-monetary rewards. However, the effectiveness of the head teacher's supervisory role was curtailed by inadequate financial resources, shortage of staff, and high teaching workloads for the English language teachers in the school. The study concluded there was observable laxity on the head teacher's supervisory role in curriculum implementation. Weaknesses in the supervision was leading to poor instructional delivery, hence the poor performance of pupils in KCPE English language.

Regarding the fourth objective of the study, the English language teachers' attitude was noted as a very significant predictor in the model that determines the pupils' KCPE English language performance. Notably, the English language teachers in public primary schools in Kalokol Ward were positive towards the language itself, had passion, and enjoyed teaching it. The study therefore concluded that teacher's attitude was a significant predictor in influencing the desired performance in the pupils' KCPE English language.

On the study's overall purpose, it was clear that all the school-based factors were individually and jointly significant in influencing pupils' KCPE English language

performance in Kalokol Ward, Turkana Central Sub–County in Turkana County. It was clear that instructional resources, teaching load, head teachers’ supervisory role and teachers’ attitude were affecting how pupils were performing in the KCPE English Language.

## **5.4 Recommendations**

The study interrogated the results and conclusions presented above and made recommendations and deduced implications of the findings on theory, policy and practices.

### **5.4.1 Recommendations based on the findings of the study**

The poor mean performance in the KCPE English language in public primary schools indicate a need for remedial measures, which are employer-based, administrative-based, learners-based, teacher-based and institutional-based solutions, and policy-based solutions.

Regarding the high teaching workload for the English language teachers, the study recommended the need for head teacher to be allocating less workload to the English language teachers to ensure double lessons for the English language in the school teaching timetable. This has a direct implication on TSC to employ more teachers. The head teacher should also ensure team teaching and motivate English teachers to go the extra mile to promote language development competencies.

The Ministry of Education should supply supplementary reading materials and increase capitation to establish a purpose-built school library in public primary schools in Kenya. The ministry should further ensure that the government has taken the burden of supplying

supplementary reading materials or increasing capitation to primary schools to enable head teachers to buy them.

The head-teacher plays a key role in supervising and ensuring effective English language curriculum implementation in primary schools, hence, the study recommended need for head-teachers to strengthen their oversight roles in monitoring, controlling, evaluating, and further instituting schemes for rewarding teachers and English language learners in the school. Other critical roles include: conducting a regular random check of the English language classes, ensuring timely coverage of syllabus, assessing teachers, providing feedback and guidelines to teachers, ensuring appropriate documentation, and motivating teachers and learners.

Regarding the teachers' attitude towards the English language, the head teachers should establish measures for fostering teachers' positive attitudes towards teaching the English language in public primary schools. Examples of measures included; establishing recognition programs for rewarding teachers, setting up English panels, instituting team teaching, and ensuring the English language is the medium of communication in the school. The TSC should play a role in addressing the English teachers' attitudes, by organizing periodic in-service training programs, holding workshops, seminars, and employing additional English language teachers in public primary schools.

With regard to the overall purpose of the study, the study recommended a need for the administration of public primary schools (head teachers and BoM) to pay attention to the instructional resources, teaching load, head teachers' supervisory role and teachers'



attitude owing to their weight in influencing the pupils' KCPE English language performance in Kalokol Ward, Turkana Central Sub-County in Turkana County.

#### **5.4.2 Implications of the findings on theories, practices and policies**

The multiple linear regression conducted in this study found that all the four variables (instructional resources, teaching load, head-teacher's supervisory role and teachers' attitude) were statistically significant predictors for the pupils' KCPE English language performance in Kalokol Ward. These findings confirmed the main argument of the input-output theory, which underpinned this study. The theory emphasizes inputs relevant to achieving the desired output and how they relate to each other towards generating the desired outcomes. The desired outcomes, in this case, was the improved pupils' KCPE English language performance in Kalokol Ward. At the same time, the input elements were the instructional resources, teaching load, head-teacher's supervisory role and teachers' attitude. All these inputs were empirically proved to predict the pupils' KCPE English language performance in the current study.

The findings have implications on the teaching practices of the English language in public primary schools in Kenya. They have underpinned the need for adequate instructional resources, including storybooks, radio for listening to English stories, and multimedia sources on English series. The need for quality of interactions and individualized guidance of learners was also eminent. Other implications are on the monitoring, controlling, evaluating and rewarding programmes and systems put in place by head teachers for both the English language teachers and learners in public primary schools in Kenya. The study also implies a need for TSC to employ additional teachers in public primary schools, which

further implications on budgetary allocations by the government on this particular vote head.

Most importantly, the findings imply a need for appropriate policies that would enable the head teachers to allocate less teaching load to the English language teachers than the other teachers in the school. The policy should be enlarged to cover co-teaching/team teaching among the English language teachers. The head teachers should also develop motivational programmes for teachers and learners. The Ministry of Education should re-address its policy on the supply of instructional resources in public primary schools to include storybooks, radio for listening to English stories, digital resources, and multimedia sources on English series. All these information resources ought to be taken care of in a purpose-built library. The same should be manned by trained information professionals.

### **5.5 Recommendations for further studies**

The following are the areas for further study:

- a) This study focused on the school-based factors to assess how they individually and jointly influenced the pupils' KCPE English language performance in public primary schools in Kalokol Ward, Turkana Central Sub-County, Turkana County in Kenya. A further study can be carried out in other social and geopolitical regions.
- b) The study noted that the three main predictor variables jointly explained 52.4% of the variation on the pupils' KCPE English language performance in public primary schools in Kalokol Ward. This implies that there were other predictors which accounted for the remaining 43.5%, which were not covered in this study. A further study should therefore be carried out to explore such factors. They may include and

are not limited to social-economic factors, parental-based factors, and learners-based factors, among others.

- c) Teachers' attitude was measured as a moderating variable, a further study should be carried out to establish the attitudes of learners and the extent to which they intervene in influencing the performance of the English Language in national examinations.
- d) A similar study can be replicated in secondary schools.

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## **APPENDICES**

### **Appendix I: Cover letter**

Dear Respondent,

I am a postgraduate learner at the Kenya Methodist University (KeMU), pursuing a Master's Degree in Education Leadership and Management. I am currently carrying out a research on school-based factors that influence pupils' performance in English Language at KCPE examinations in public primary schools in Kalokol Ward, Turkana County.

I kindly request your participation in this study by completing the attached questionnaire. Your participation is highly appreciated and answers will remain confidential and will be used for the purpose of this study only.

Thank You.

Andrew Ekai Natebele

Cell phone: 0722213472

## **Appendix II: Teacher's Questionnaire**

### **INSTRUCTIONS**

Do not indicate your name anywhere in this questionnaire. You are kindly requested to honestly respond to the question items by ticking (✓) or filling in the blank spaces provided.

### **Section A: General Information**

1) What is your gender:

a. Male           [    ]

b. Female       [    ]

2) What is your highest academic qualification?

a. P1                   [    ]

b. Diploma           [    ]

c. B. Ed.               [    ]

d. Masters             [    ]

e. PhD                   [    ]

3) What is the category of your school?

a. Day (Girls)                   [    ]

b. Day (Boys)                   [    ]

c. Boarding (mixed)           [    ]

d. Day (Mixed)               [    ]

e. Boarding (Girls)           [    ]

f.       Boarding (Boys)       [    ]

4) For how long have you been teaching English language in primary school?

- a. Less than a year [    ]
- b. Between 1- 5 years [    ]
- c. Between 6-10 years [    ]
- d. Between 11-15 years [    ]
- e. Between 16- 20 years [    ]
- f. Over 20 years [    ]

5) On average, how many English lessons are you expected to handle per week?

- a. 2 - 4 [    ]
- b. 5 - 6 [    ]
- c. 7 - 8 [    ]
- d. 9 - 10 [    ]
- e. 11 - 12 [    ]
- f. Above 12 [    ]

6) English language teachers are also allocated other subjects to teach in the school. What is the total number of lessons do you handle per week, including the English lessons?

- a. 3 - 7 [    ]
- b. 8 - 12 [    ]
- c. 13 - 17 [    ]
- d. 18 - 22 [    ]
- e. 23 - 27 [    ]
- f. 28 and above [    ]



## Section B: Teaching load

- 7) To what extent do you agree with each sentiment provided below regarding teaching work load; *VSE = to a very small extent, SE = to a small extent, ME = to a moderate extent, LE = to large extent, VLE = to a very large extent.*

Statements on teaching load	VSE(1)	SE(2)	ME(3)	LE(4)	VLE(5)
a. The class size is manageable and I am able to handle					
b. English teachers are not enough so I strain delivering and teaching other classes apart from the candidates					
c. High teacher's load leads to teachers ineffectiveness					
d. The teaching work load including the class-teacher's responsibilities are too much for me					
e. The work load including marking compositions and other classroom exercises are too much for me					
f. The number of lessons I need to attend to are too much for me					
g. I comfortably handle my teaching load without stress					
h. Using multimedia resources, group discussions, and group work, relieves me the burden of					

overworking in my daily work of teaching					
i. I am able to balance my attention to all subjects that I teach					
j. My teaching load does not interfere with the attention that I provide to each pupil					

- 8) Explain how total teaching load allocated to you affects your effectiveness in teaching English language.

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### Section C: Instructional Resources

- 9) To what extent do you agree with each sentiment provided below regarding instructional resources; *VSE = to a very small extent, SE = to a small extent, ME = to a moderate extent, LE = to large extent, VLE = to a very large extent.*

<b>Statement on teaching resources</b>	<b>VSE(1)</b>	<b>SE(2)</b>	<b>ME(3)</b>	<b>LE(4)</b>	<b>VLE(5)</b>
a. Availability of teaching and learning resources, improves the effectiveness of teaching English language in our school.					

b. Presence of learning resources has built interest in learning of English in our school and this causes a shift in the pupils performance in KCPE examinations					
c. Use of variety of learning/teaching resources stimulates pupils' mastery of English language.					
d. Availability of enough teachers of English has improved pupils achievement in English language					
e. The school has a purpose-built library that through its services, there is a notable impact on the pupils performance in the KCPE examinations					
f. The school has a variety of digital information resources , multimedia, story books and a radio for listening to English stories					
g. The school has a variety of story books					

h. The school has a variety of multimedia on English series					
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10) What do you consider as necessary in your school to improve instructional and learning resources towards better KCPE performance in English language?

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#### **Section D: Head-teachers' Supervisory Role**

11) How often does your head-teacher make a follow up to ensure that the required documents enabling English teaching are prepared as required?

Weekly ( ) Monthly ( ) Termly ( ) Rare ( ) Never ( )

12) To what extent do you agree or disagree with each sentiment provided below regarding head teachers role towards better performance in KCPE English language in your school; *VSE = to a very small extent, SE = to a small extent, ME = to a moderate extent, LE = to large extent, VLE = to a very large extent.*

<b>Sentiments</b>	<b>VSE(1)</b>	<b>SE(2)</b>	<b>ME(3)</b>	<b>LE(4)</b>	<b>VLE(5)</b>
a. The head-teacher supports English teachers to attend professional development meetings, symposium, workshops and conferences					

b. The head-teacher provides clear guidelines to English teachers for better performance in KCPE English language					
c. The head-teacher provides support by allocating money for purchasing instructional resources for better performance in KCPE English language					
d. The head-teacher supports in-service trainings of English teachers for better performance pupil's in KCPE English language					
e. The head-teacher is friendly and easy to consult by English Language teachers					
f. The head-teacher provides rewards to teachers whose classes have excelled in the English Language subject					
g. The head-teacher supervises and ensures effective curriculum implementation of the English Language					

h. The head-teacher provides feedback to teachers and learners in order to encourage quick action for better performance in KCPE English language					
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13) What do you think your head-teachers should do, in your school, to improve pupil's KCPE performance in English language?

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#### **Section E: Learners' Attitudes towards the Learning of English as a Moderator**

14) To what extent do you agree or disagree with each sentiment provided below regarding teachers attitudes influence pupils performance in KCPE English language in your school; *VSE = to a very small extent, SE = to a small extent, ME = to a moderate extent, LE = to large extent, VLE = to a very large extent.*

<b>Statement</b>	<b>VSE(1)</b>	<b>SE(2)</b>	<b>ME(3)</b>	<b>LE(4)</b>	<b>VLE(5)</b>
a. I have special interest in the English subject					
b. I enjoy teaching the English subject					
c. I usually go extra mile guiding learners					

d. I have high regard for the English language					
e. I miss to be in school to teach the English Language					
f. I usually feel motivated when teaching the English language					
g. I usually introduce myself as the English language teacher					
h. My teaching behaviour affect pupils 'attitude towards English language					
i. My love for the English language has caused me to embrace new methods of teaching it					

15) Provide here what you feel should be done to improve pupils' attitude towards English language and English teachers for better KCPE performance in English language.

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## Section F: Pupils' KCPE Performance in English Language

### 16) KCPE English Language performance 2016 - 2020

KCPE English Language performance	2020	2019	2018	2017	2016
The KCPE English Language average performance score for my school has been					

17) What would you suggest to be done to improve the performance of KCPE English language in primary schools?

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**Thank you for your cooperation**



### **Appendix III: Interview Schedule for the Head-teachers**

1. How many years have you served as a head teacher?

#### **Teaching load of English Language Teachers**

2. Please, explain the status of the teaching load among your teachers
  - a) Consider all teachers
  - b) Consider English language teachers
3. Please explain what you do to ensure that the English language teachers are not too overloaded so as to teach effectively.

#### **Instructional resources**

4. Explain how your school deal with challenges regarding the limited availability of English language teaching resources.

#### **Supervisory role the head teacher**

5. Now that English language teachers teach a very critical subject that influences the performance of other subjects, explain how you recognize the English language teachers to make them feel supported?
6. (a) Explain the role you play in enhancing effective teaching of English in your school?  
  
(b) What challenges do you encounter in performing these roles?
7. As a head-teacher, explain how you carry out supervision on the teaching of the English language at your school.
8. Suggest what a head teacher should do to improve effectiveness of the supervisory role on the English language teachers for better KCPE English language performance.

#### **Teachers' attitude**

9. Describe the teacher's attitude to the English language itself in your school.

10. As a head-teacher, how do you enhance teachers' attitudes towards the English language at your school?

**Performance in the KCPE English language**

11. Highlight issues that affect KCPE performance in the English language at your school.  
12. Suggest how the problem can be mitigated.

Thank you for your cooperation and time.

#### Appendix IV: Document Analysis Schedule

Criteria for analyzing documents in this study.

Documents	Statement	Yes	No	Remarks
Schemes of Work	They are available			
	In line with schemes of work			
Lesson Plans	They are available			
	Objectives are clearly stated			
	In line with the Schemes of work			
Lesson Notes	They are available			
	Objectives are clearly indicated			
	In line with the lesson plan and Schemes of work			
Records of Work	They are available and updated			
	In line with schemes of work			
Pupils Class Notes	They are available			
	They are well written			
	They are marked			
Mark Books	They are available			
	Contain marks			
	Marks are well recorded			

## **Appendix V: Focused Group Interview questions of Learners**

The leading questions for FGI are provide below.

### **Teaching load of English Language Teachers**

- 1) How does the teaching load of English teachers affect the KCPE English language performance at your school?

### **Instructional resources**

- 2) With regards to your school, discuss the adequacy of learning resources towards supporting good performance in the KCPE English language.

### **Supervisory role the head teacher**

- 3) How does the supervisory role of a head teacher on English teachers affect the KCPE English language performance at your school?

### **Teachers' attitude**

- 4) Describe what makes you think your English teacher likes or hates the English language.

### **Performance in the KCPE English language**

- 5) Discuss on what you think contribute to poor performance in KCPE English language at your school
- 6) Discuss on what your school should do to improve KCPE English language performance






**Appendix VI: Map of Kalokol Ward, Turkana Central Sub County, Turkana County**



### Appendix VII: Kalokol Ward Primary Schools and Std 7 Pupils

S/NO	Name of Schools	Boys	Girls	Total
1.	LOTIIRA	10	4	14
2.	KALOKOL JUNIOR	12	3	15
3.	NAIPA	12	5	17
4.	NATOLE	13	7	20
5.	ILLE	28	17	45
6.	NASEKON	10	7	17
7.	KAPUA	13	4	17
8.	KALIMAPUS	15	11	25
9.	MAGGIES/AKATUMAN	12	7	19
10.	NAKIRIA	15	9	24
11.	KANGAGETEI	14	4	18
12.	LOMOPUTH	15	8	23
13.	LOCHUGA	7	3	10
14.	NAMUKUSE	12	4	16
15.	LOYORO	9	6	15
16.	LONGECH	15	5	20
17.	LAKE TURKANA	13	3	16
18.	LOCHOR AIKENY	20	11	31
19.	NAOROS	11	4	15
20.	KANGATOTHA	15	5	20
21.	FAITH HOME	28	34	62
22.	KALOKOL GIRLS	0	45	45
23.	KALOKOL MIXED	50	30	80
	<b>Total</b>	<b>349</b>	<b>236</b>	<b>585</b>

## Appendix VIII: Research Permit

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